



Baptist Health College Little Rock



Catalog
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11900 Colonel Glenn Road
Little Rock, AR 72210
Phone: 501-202-6200
www.bhclr.edu

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Cover photo taken on the BHCLR campus north parking lot.

Content Statement: The contents herein reflect the current policies and processes in effect at time of printing. However, because of our progressive development of new content through continuous evaluation and revision the enclosed content is subject to change. Therefore, Baptist Health College Little Rock reserves the right to make revisions at any time and without prior notice. In addition, notice is hereby given that this catalog and the provisions contained herein do not represent a contract between an applicant, student or graduate, and the college.

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WELCOME



Welcome from Baptist Health

A warm welcome is extended to you by Baptist Health College Little Rock on behalf of the Baptist Health Corporation, the Board of Trustees, and Baptist Health Medical Center – Little Rock.

You made an important decision in choosing healthcare as your career. In the exciting times ahead, you will learn fundamental concepts and principles in your chosen career and to apply those in the clinical areas of patient care. As you gain knowledge, a sense of pride and achievement will develop. We look forward to coaching, teaching and learning with you through your chosen program of study.

Baptist Health College Little Rock is owned, governed, and operated by Baptist Health Medical Center - Little Rock. Baptist Health Medical Center-Little Rock is the principal operator with active participation by Baptist Health Medical Center-North Little Rock and the other Baptist Health Hospitals.

As members of the Baptist Health family, we share an obligation to protect and maintain Baptist Health's long standing reputation for honesty and integrity. We do this by making personal commitments to consistently practice our shared Christian Values of Service, Honesty, Respect, Performance and Stewardship, and by always conducting ourselves in an ethical manner.

Each of us has our own code of ethical conduct which is based on our personal values. However, when we become a part of the Baptist Health family, our conduct is expected to reflect the organization's values. This expectation applies to every person and company associated with Baptist Health. You may be asking yourself why so much emphasis is placed on ethical conduct. The reason is that Baptist Health is much more than a name. It is people like you and me working together to fulfill our mission that gives real meaning to our name. Our patients, their families and friends, and all others we come in contact with see Baptist Health through their impression of us. If we live our values every day and conduct ourselves in an ethical manner, Baptist Health's values will reflect in the way we do our jobs, in our attitude, and in the way we treat others. Many people have worked very hard over the years to build Baptist Health's outstanding reputation for honesty, integrity, and respect for those we serve. It is our responsibility to ensure that we honor and maintain that reputation.

Ethical conduct simply means "doing the right thing," and the Code of Ethical Conduct is our guide. Read it carefully, because it is very important that you understand your ethical responsibilities as a member of the Baptist Health family.

Your commitment to our values, ethical conduct, and serving others with your special talents and abilities will help us accomplish our mission of meeting the healthcare needs of our communities and providing high quality patient care with Christian compassion and personal concern.

Troy R. Wells
President & CEO
Baptist Health

Symbol



An organization's symbol is a graphic attempt to express intent and purpose. The Baptist Health Symbol is a Swiss Cross that is always used within the Baptist Health signature. The Swiss Cross contains a centered circle illustrating that individuals are at the center of our healthcare focus and at the very core of our philosophy for existence. The individual, whether a patient, employee, physician, volunteer or visitor, is endowed with strengths, weaknesses, talents, and needs that shall be recognized and addressed.

The outstretched and interlocking arms demonstrate our founding Christian principles and indicate an embracing of all people regardless of their ethnic, religious or national heritage, or their social status. Recognizing that all people suffer and have needs, this logo symbolizes our desire to have them come to us for healthcare that is interwoven with loving concern just as Christ outstretches His arms to all people for salvation.

Use of the Swiss Cross, the most recognized symbol in the world for healthcare, demonstrates our basic mission to care for the total health needs of those we serve. The figures encircling the center and forming the Cross symbolize our ultimate goal for all individuals, which is togetherness, wholeness, and wellness. The Swiss Cross design with its many entrances and exits graphically portrays the sharing of expertise and services throughout the organization, while the inner circle symbolizes that while we are many, we are also one.

Overview

Beginning in 1920 and incorporated in 1921, Baptist Health has been delivering quality healthcare to the citizens of Arkansas. Baptist Health is the state's most comprehensive healthcare system. With more than 175 points of access – including eleven Arkansas hospitals, rehabilitation facilities, family clinics, therapy and wellness centers – Baptist Health is committed to delivering all our best in healthcare to the people of Arkansas.

Belief

Baptist Health is more than a business. We are a healing ministry.

Mission

Provide quality patient services and respond to the changing health needs of Arkansans with Christian compassion.

Values

In fulfilling our mission, we place special emphasis on the values of:

Service – Honesty – Respect – Stewardship - Performance.

Welcome from Baptist Health Medical Center – Little Rock

First, let me congratulate you for choosing a career in the healthcare arena. This is a decision that you will not regret. There are innumerable rewards associated with this profession you have chosen!

Most importantly, you will care for fellow citizens. Sometimes this care will come at the most crucial moment in that person's life. Honor that endeavor with great care and compassion. You will have the opportunity to work with many wonderful fellow professionals. You will be surrounded by caring individuals who have similar traits as you. Cherish those professional relationships.

The opportunity to grow and learn does not stop at the end of your Baptist Health College Little Rock experience. Healthcare has many opportunities available for you to progress in your chosen field. Be ever mindful of opportunities to further your education while participating in your place of employment. The next few months and years may be some of your most challenging, but I predict they will also be most memorable for the skills you learn and the friendships you take with you.

Good luck and God Bless.

Sincerely,

Greg Crain, FACHE
President, Baptist Health Medical Center-Little Rock

Welcome from BHCLR

On behalf of the Administration, Faculty and Staff, welcome to Baptist Health College Little Rock. BHCLR was established in 1920 and offers eight programs of study. Graduates from our programs are eligible to apply to sit for their respective professional entry examinations for licensure and certification. We are proud to have extremely competitive student retention, graduate board passage and job placement rates.

Our programs include education in patient care (practical nursing, registered nursing, occupational therapy assistant, nuclear medicine technology, radiography, sleep technology, and surgical technology) and laboratory roles (medical laboratory science). We offer certificate and diploma programs, two-year associate degrees and a number of baccalaureate degree programs in affiliation with partnering universities.

In each of our programs, students receive extensive clinical experience that begins early in the educational process. We are proud to have the reputation of producing graduates equipped with rich clinical experiences.

We share in the commitment to the overall mission of Baptist Health.

Thank you for choosing our institution for your educational needs.

Judy I. Pile, EdD

Chancellor

GENERAL INFORMATION

Baptist Health Code of Ethical Conduct

As a member of the Baptist Health family, it is the student's personal duty and responsibility to comply with all regulatory requirements, standards, policies and procedures. "Ethical Conduct" means doing the right thing. It is very important to remember that members of the Baptist Health family are expected to follow the rules, because our Values tell us it is the right thing to do, not simply because it is required.

Concerns and Complaints: Applicant or Community Member

Concerns or complaints from an applicant or community member may be submitted to the Chancellor for investigation. Concerns and complaints may be submitted by emailing the Chancellor at chancellor@bhclr.edu or by mail:

Baptist Health College Little Rock - Office of the Chancellor
11900 Colonel Glenn Road
Little Rock, AR 72210

Concerns and Complaints: Enrolled Students

Informal complaints and suggestions for improvements may be submitted at any time. These may be submitted via email or in writing to a program director, coordinator, dean, or the chancellor.

Complaints regarding harassment and bullying may be submitted via email or in writing to a program director, a coordinator, dean, or the chancellor. Complaints should include the following information:

Your Name and Contact Information

Date(s), Time(s) and Location(s) of Incident(s)

Witnesses Who Were Present

Name of Person You Believe Harassed You or another Individual

Detailed Description of the Incident(s)

Your Signature and Date

Formal grievances may be utilized when an enrolled student feels there is an academic or administrative issue that has not been resolved by the faculty or staff member and student. BHCLR recognizes that both students and school officials have rights and offers both academic and administrative grievance procedures. A grievance must be initiated by the student directly affected. Detailed grievance procedures are found in the Student Services section of this catalog. Students may pick up a grievance request in Student Services. A completed grievance request may be submitted to Student Services.

Concerns and Complaints: Title IX Gender, Sex, or Sexual Orientation Complaint Process

BHCLR fulfills the federal requirements of the Clery Act (485f HEA), Violence Against Women Act (VAWA Public Law 113-14), and Title IX (20 U.S.C. A§ 1681 Et. Seq.). BHCLR utilizes the above guidelines to develop awareness and prevention programs for students and employees to keep the campus safe from sexual violence.

BHCLR does not discriminate on the basis of sex, gender, or sexual orientation in its programs of study. Title IX protects all people regardless of their gender or gender identity from sex discrimination, which includes sexual harassment and sexual violence.

BHCLR has a designated Title IX Coordinator. The Title IX Coordinator is available to explain and discuss complaints and concerns related to sexual assault and violence, BHCLR's complaint and investigation process, confidentiality practices, and available resources.

Students may email a complaint to titleIX@bhclr.edu or submit a Title IX Complaint Form to the Student Services Office or the Business Office.

Concerns and Complaints: Contacting Accrediting and Oversight Agencies

BHCLR is accredited, approved, and certified by a variety of oversight agencies. Contact information for these agencies is provided below.

Additional Information about the college and programs may be obtained, and complaints filed, by contacting the following accrediting and licensing agencies.

Institutional Accrediting Agency:

Accrediting Bureau of Health Education Schools (ABHES)
7777 Leesburg Pike, Suite 314 N.
Falls Church, Virginia 22043
Attention: Executive Director
Phone: 703-917-9503
Fax: 703-917-4109
info@abhes.org

State Certifying Agency:

Arkansas Division of Higher Education (ADHE)
423 Main Street, Suite 400
Little Rock, AR 72201
Phone: 501-371-2000
www.adhe.edu

Schools of Allied Health Programmatic Accrediting Agencies:

School of Medical Laboratory Science:

National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)
5600 N. River Rd., Suite 720
Rosemont, IL 60018 – 5119
Phone: 773-714-8880
Fax: 773-714-8886
Email: info@naaccls.org

School of Nuclear Medicine Technology:

Joint Review Committee on Educational Programs in Nuclear Medicine Technology (JRCNMT)
820 West Danforth Rd, #B1
Edmond, OK 73003
Phone: 405-285-0546
Fax: 405-285-0579
Email: mail@jrcnmt.org

School of Occupational Therapy Assistant:

Accreditation Council for Occupational Therapy Education (ACOTE)
c/o American Occupational Therapy Association (AOTA)
6116 Executive Boulevard, Suite 200

North Bethesda, MD 20852-4929
Phone: 301-652-6611 ext. 2042
Email: www.acoteonline.org

School of Radiography:
Joint Review Committee on Education in Radiologic Technology (JRCERT)
20 N Upper Wacker Drive, Suite 2850
Chicago, IL 60606-3182
Phone: 312-704-5300
Fax: 312-704-5304
www.jrcert.org

School of Sleep Technology:
Commission on Accreditation of Allied Health
Education Programs (CAAHEP)
9355 113th Street North, #7709
Seminole, FL 33775
Phone: 727-210-2350
Fax: 727-210-2354
Website: www.caahep.org

Committee on Accreditation for Polysomnographic Technologist Ed. (CoA PSG)
Attention: Executive Director
1711 Franks Ave
New Bern, NC 28560
Phone: 252-626-3238
Website: www.coapsg.org

School of Surgical Technology:
Accreditation Review Council on Education in Surgical Technology & Surgical Assisting
(ARC/STSA)
6 W. Dry Creek Circle, Suite 110
Littleton, CO 80120
Phone: 303-694-9262
Fax: 303-741-3655
Website: www.arcstsa.org

Schools of Nursing Approval and Accrediting Agencies:

State Approval Agency:
Arkansas State Board of Nursing
1123 South University Avenue, Suite 800
Little Rock, AR 72204-1619
Attention: Director of Nursing Education
Phone: 501-686-2700
Fax: 501-686-2714
Website: www.arsbn.org

Professional Accrediting Agency:
Accreditation Commission for Education in Nursing (ACEN)
3390 Peachtree Rd. NE, Ste. 1400

Atlanta, GA 30326
Phone: 404-975-5000
Fax: 404-975-5020
Website: www.acenursing.org

The associate nursing program at Baptist Health College Little Rock located in Little Rock, AR, is accredited by the Accreditation Commission for Education in Nursing (ACEN) 3390 Peachtree Road NE, Suite 1400, Atlanta, GA 30326 (404) 975-5000. The most recent accreditation decision made by the ACEN Board of Commissioners for the associate nursing program is Initial Accreditation. View the public information disclosed by the ACEN regarding this program at <http://www.acenursing.us/accreditedprograms/programSearch.htm>

The practical nursing program at Baptist Health College Little Rock located in Little Rock, AR is accredited by the Accreditation Commission for Education in Nursing (ACEN) 3390 Peachtree Road NE, Suite 1400, Atlanta, GA 30326 (404) 975-5000. The most recent accreditation decision made by the ACEN Board of Commissioners for the the practical nursing program is Continuing Accreditation with Conditions. View the public information disclosed by the ACEN regarding this program at <http://www.acenursing.us/accreditedprograms/programSearch.htm>

Institutional History

The Baptist Health organization has sponsored and supported health professions education since its creation in 1920. In 1921, the Baptist Health system was incorporated and the first class of registered nursing students graduated. The school preparing registered nurses was the first school and through the years, the other eight were added with the most recent being the School of Sleep Technology established in 2008.

The name of the College has changed simultaneously as Baptist Health has changed its name and evolved into the largest private healthcare organization in the state. The first school, the Baptist State Hospital School of Nursing has changed its name several times through the years with the most recent being in 2015 to the Baptist Health College Little Rock-School of Nursing.

A majority of the programs of study were established and housed within the original Baptist State Hospital location on Twelfth and Wolfe Streets in downtown Little Rock and relocated to Baptist Medical Center in West Little Rock in 1971.

Eventually, all programs were relocated to the BHCLR campus on Colonel Glenn Road near Interstate 430. The primary overarching purpose for all BHCLR programs is to provide individuals an opportunity to enter healthcare professions through a private, not-for-profit and Christian culture.

Through the years, the College has educated thousands of graduates to enter eleven different healthcare professions. Baptist Health graduates are known for their outstanding professional qualities, practicing not only in the state, but also at the national and international levels.

Baptist Health College Little Rock supports the shared Christian Values of Service, Honesty, Respect, Stewardship, and Performance and recognizes them as the official College Values.

Statement of Non-Discrimination

BHCLR does not exclude or discriminate on the basis of race, color, creed, religion, gender, national origin, age, disability, genetic information, sex, sexual orientation, gender identity, transgender status, or veteran status in all programs in accordance with applicable federal, state and local laws. The Coordinator, Campus and Financial Services has been designated to handle inquiries regarding Title IX non-discrimination policies, TitleIX@bhclr.edu.

Statement of Ownership

Baptist Health College Little Rock is a division of Baptist Health Medical Center - Little Rock. Baptist Health Medical Center - Little Rock is a division of Baptist Health. Baptist Health owns and operates numerous facilities where enrolled students may participate in clinical experiences. All Baptist Health entities are members of the American Hospital Association and the Arkansas Hospital Association; licensed by the Arkansas Department of Health; and several are accredited by the Joint Commission on Accreditation of Healthcare Organizations. The Baptist Health Rehabilitation Institute is accredited by the Commission on Accreditation of Rehabilitation Facilities.

The programs of study, six allied health and two nursing programs, are located in West Little Rock. Clinical education for students enrolled in the schools is conducted primarily through the central Arkansas hospitals operated by Baptist Health. Specific clinical experiences are conducted through other selected hospital and healthcare agencies in the area.

The major classroom educational facilities are located at BHCLR at 11900 Colonel Glenn Road near Interstate 430, Exit 4. The campus consists of thirteen acres and one large building housing the schools and several other support services and businesses of Baptist Health. Large parking lots surround the building on three sides. Complete facilities consisting of contemporary and quality equipment and teaching aids are available and specific to each program. The building is in compliance with all federal, state, and local laws in regards to fire, building, sanitation codes, and the Americans with Disabilities Act (ADA) requirements.

Statement Regarding Arkansas Division of Higher Education Certification

Arkansas Higher Education Coordinating Board certification does not constitute an endorsement of any institution, course or degree program. Such certification merely indicates that certain minimum standards have been met under the rules and regulations of institutional certification as defined in Arkansas Code §6-61-301.

Statement, Release of Information

To ensure the safety of patients and employees at clinical, enrichment and fieldwork sites, Baptist Health College Little Rock shares appropriate information from the student record with those sites upon request. The documents include drug screens, immunizations, criminal background checks and child and adult maltreatment documentation.

Statement, Retention of Course Materials

Examination documents, materials, and written course work are property of the college and may or may not be returned to students.

Statement, Programmatic Student Handbooks

Programmatic student handbooks are available online at www.bhclr.edu. The student is responsible and accountable for being informed and complying with requirements, policies and processes published therein.

Statement, Tobacco Free Environment, Arkansas Law: Act 134

In accordance with Arkansas law, Act 134, the entire Baptist Health organization, buildings, parking lots, cars on parking lots and Baptist Health Support Center (BHSC), Little Rock campus is a tobacco free environment. Students are expected to abide by policies related to a tobacco free environment. In addition, Baptist Health has a nicotine free policy which impacts employment eligibility in the organization.

ADMINISTRATION, FACULTY AND STAFF

Baptist Health Executive Officers

Troy Wells
Duane Erwin

CEO, Baptist Health
COO, Baptist Health

Baptist Health Medical Center – Little Rock Executive Officer

Greg Crain

President, BHMC-LR

BHCLR Administrative Officers

Judy I. Pile, EdD
Laura Hamilton, MNSc, RN
Susan Brock, DNP, RN
Jamie Clark, EdD, MBA
P. Hope Coleman, PhD, CPE, CBC.
Karen James, PhD, OTR/L, CAPS
Natalie Martin, MS, BS
Amy Morris, DNP, APRN, CPNP, CNE .
Kristin Waddell, BSEd

Chancellor
Dean of Nursing
Coordinator, Schools of Nursing
Coordinator, Campus & Financial Services
Chaplain, Academic & Spiritual Counselor
Coordinator, Allied Health & Program Director, OTA
Financial Aid Administrator
Coordinator, School of Nursing
Registrar and Coordinator, Enrollment Services

BHCLR Student Services

Dominique Dumas
Sharon Eubanks
LaQuinta Fleming, BS
Garrett Gray, BS
Bethany Griffis
Richard Grows, BBA
Cheyenne Guffy, MSLS
LaFanta Jackson, BBA
Laterika McBride
Kathleen Peterson
Jamie Ramey, BBA
John Ramsay, BA
Robin Shepherd
Stacey Sides, AA
Melanie Strawn, MPA
Stephen Thomas
Vanessa Wilson, BBA

Student Services Support Staff
Secretary II to the Chancellor and Dean of Nursing
Assistant Program Director, Financial Aid
Enrollment Services Advisor I
Enrollment Services Advisor I
Application Analyst
BHCLR Librarian
Enrollment Services Advisor I
Financial Aid Support Staff
Secretary II
Accounting Specialist II
Senior Systems Administrator
Enrollment Services Advisor I
Assistant Registrar
Enrollment Coordinator
Maintenance Technician
Accounting Specialist III

BHCLR School of Medical Laboratory Science Program Director and Faculty

Jennie Manees, MPH, MT (ASCP), Program Director

Position Year, 2008, Full Time

BS, University of Oklahoma, 1977

MPH, University of Oklahoma Health Sciences Center, 1993

Stephen Mackey, MD

Position Year, 2012, Adjunct

BA, Zoology, University of Arkansas, 1983

MD, Albert Einstein College of Medicine, 1987

BHCLR School of Nuclear Medicine Program Director and Faculty

Daniel Guffey, MBA, RT (N) (CT), NMTCB (CT), CNMT, Program Director

Position Year, 2014, Full Time

BS, University of Arkansas at Little Rock, 2009

Certificate, BHCLR, 2011

MBA, John Brown University, 2015

Melody Etherton, BS, CNMT

Position Year, 2020, Adjunct

Certificate, BHCLR, 1999

BS, University of Central Arkansas, 1999

BHCLR Schools of Nursing Faculty

Nicole Aclin, DNP, APRN, CNE

Position Year, 2021, Adjunct

BSN, University of Arkansas for Medical Sciences, 1999

MNSc, University of Arkansas for Medical Sciences, 2007

DNP, American Sentinel University, 2017

Marilyn Adams, MA, BSN, RN

Position Year, 1996, Adjunct

Diploma, Harrisburg Hospital School of Nursing, 1963

BSN, Messiah College 1963

MA, Webster University 1988

Janet Aldridge, MNSc, RN

Position Year, 2021, Adjunct

Diploma, BHCLR, 1966

BSN, University of Arkansas for Medical Sciences, 2005

MNSc, University of Arkansas for Medical Sciences, 2009

Cylinda Anderson, MSN, RN

Position Year, 2012, Adjunct

BSN, Texas Christian University, 1969

MSN, University of Central Arkansas, 1982

Juliana Bejarano-Hale, BSN, RN

Position Year, 2020, Adjunct
BS in Health, University of North Florida, 2012
Nursing Diploma, BHCLR, 2016
BSN, Arkansas State University, 2017

Lisa Conrade, MSN, RN

Position Year, 2021, Adjunct
Nursing Diploma, BHCLR, 1994
BSN, Arkansas State University Jonesboro, 2018
MSN, Liberty University, 2020

Heather Cooper, MSN, RN

Position Year, 2019, Adjunct
BSN, Union University, 2008
MSN, Chamberlain University, 2020

Katherine Crow, DNP, RN, Course Leader

Position Year, 2015, Full Time
BSN, University of Arkansas at Little Rock 2012
MSN, Arkansas Tech University, 2015
DNP, Walden University, 2018

Carol Danner, MNSc, RN

Position Year, 2010, Adjunct
Nursing Diploma, BHCLR, 1966
BSN, University of Arkansas for Medical Sciences, 1984
MNSc, University of Arkansas for Medical Sciences, 1991

LaShundia Davis, MSN, RN

Position Year, 2019, Adjunct
Nursing Diploma, BHCLR, 2010
BSN, University of Arkansas at Little Rock, 2012
MSN, Western Governor's University, 2018

Teresa Dukes-Scott, DNP, RN

Position Year, 2021, Full Time
Practical Nursing Diploma, BHCLR, 2011
Nursing Diploma, BHCLR, 2015
BSN, University of Arkansas at Little Rock, 2017
DNP, University of Arkansas Medical Sciences, 2021

Jose (Ken) Duran, MAN, RN

Position Year, 2017, Adjunct
BSN, St. Paul University-Duaguete, 1993
MAN, Cebu Normal University, Philippines, 2001

Whitney Eagle, MSN, RN

Position year, 2021 Full Time

BSN, University of Arkansas at Fayetteville, 2008

MSN, University of Central Arkansas, 2020

Lindsey Gates, DNP, APRN, CPNP, Course Leader

Position Year, 2013, Full Time

BSN, University of Arkansas for Medical Sciences, 2007

MNSc, University of Arkansas for Medical Sciences, 2013

DNP, University of Arkansas for Medical Sciences, 2018

Karen Gautney, MSN, RN

Position Year, 2004, Full Time

Nursing Diploma, BHCLR, 1991

BSN, Arkansas Tech University, 2010

MSN, Arkansas Tech University, 2013

Rebecca Gifford, MSN-ED, RN, MSNCB

Position Year, 2021, Adjunct

AAS, BHCLR, 2017

BSN, Chamberlain University, 2019

MSN-ED, Capella University, 2020

Schelista Glenn, MSN, RN

Position Year, 2016, Full Time

ADN, Eastern Oklahoma State College, 2002

BSN, University of Phoenix, 2011

MSN, University of Phoenix, 2015

Nicole Grantham, MSN, RN

Position Year, 2016, Full Time

AA, Arkansas State University – Beebe, 2005

BS, University of Central Arkansas, 2008

Nursing Diploma, BHCLR, 2012

MSN, Arkansas Tech University, 2016

Heather Hartness, BSN, RN

Position Year, 2021, Full Time

Nursing Diploma, BHCLR, 2012

BSN, Arkansas Tech University, 2019

Charles Hickmon, BSN, RN

Position Year, 2019 Full Time

BS Edu, Harding University, 2004

BSN, University of Arkansas for Medical Sciences, 2013

Jessaca Hope, MNSc, RN

Position Year, 2021, Full Time
BA Psychology, University of Central Arkansas, 2005
Nursing Diploma, BHCLR, 2013
BSN, University of Central Arkansas, 2016
MNSc, University of Arkansas for Medical Sciences, 2019

Shelley Horst MSN-ED, RN, CMSRN

Position Year, 2014 Full Time
ADN University of Arkansas at Little Rock, 1977
BSN, University of Arkansas, 1980
MSN-ED Nursing, University of Phoenix, 2013

Jane Jackson, BSN, RN

Position Year, 2001, Adjunct
Nursing Diploma, BHCLR, 1967
BSN, New York University, 1987

Nancy Jarrett, DNP, RN, Course Leader

Position Year, 2006, Full Time
BSN, University of Arkansas for Medical Sciences, 2003
MNSc, University of Arkansas for Medical Sciences, 2007
DNP, University of Arkansas for Medical Sciences, 2017

Katherine Jett, PhD, RN, NEA-BC, Course Leader

Position Year, 2000, Full Time
ADN, Odessa Jr. College, 1978
BSN, Henderson State University, 1981
MNSc, University of Arkansas for Medical Sciences, 1989
PhD, Rocky Mountain University of Health Professions, 2013

Jenifer Johnson, MNSc, RN, Course Leader and Distance Education Liaison

Position Year, 2021, Full Time
BS, Centenary College of Louisiana, 1984
BSN, University of Arkansas for Medical Sciences, 1986
MNSc, University of Arkansas for Medical Sciences, 1994

Sandra Kahler, MSN, MS, RN

Position Year, 2021, Adjunct
ASN, University of Arkansas Little Rock, 1970
BS, University of Central Arkansas, 1974
MS, University of Central Arkansas, 1981
MSN, Arkansas Tech University, 2013

Alana Kaucher, DNP, RN

Position Year, 2007, Full Time
Nursing Diploma, BHCLR, 2001
BSN, Arkansas Tech University, 2012
MSN, Arkansas Tech University, 2014
DNP, University of Arkansas for Medical Sciences, 2018

Heather Lawrence, MNSc, RN, Course Leader

Position Year, 2007, Full Time
BSN, University of Central Arkansas, 1999
MNSc, University of Arkansas for Medical Sciences, 2012

Jessica McCain, BSN, RN

Position Year, 2020, Adjunct
BSN, University of Arkansas, Fort Smith, 2012

Debra McIndoe, DNP, RN

Position Year, 2015, Full Time
BSN, Towson State University, 1989
MSN, University of Cincinnati, 1990
DNP, American Sentinel University, 2019

Karen Sue Manning, MSN, RN, Course Leader

Position Year, 2012, Full Time
Nursing Diploma, BHCLR, 1981
BSN, University of Central Arkansas, 2003
MSN, University of Central Arkansas, 2008

Suzette Marks, MSN, RN-BC

Position Year, 2019, Adjunct
BSN, Capella University, 2018
MSN, Capella University, 2019

Laurie Croft Martin, MSN, RN, Course Leader

Position Year, 2005, Full Time
ADN, Jefferson Davis Junior College, 1978
BSN, University of South Alabama, 1984
MSN, Arkansas Tech University, 2013

Tara Massey, BSN, RN

Position Year, 2020, Adjunct
AGS, University of Arkansas Community College - Morrilton, 2011
AA, University of Arkansas Community College - Morrilton, 2017
Practical Nursing Diploma, BHCLR, 2013
Nursing Diploma, BHCLR, 2014
BSN, Chamberlain University, 2020

Mary Ann Mizell, MSN, MEd, RN (P)

Position Year, 2020, Adjunct
BSN, University of Arkansas for Medical Sciences, 1976
MEd, University of Arkansas at Little Rock, 1987
MSN, Arkansas Tech University, 2013

Tracie Morrow, MSN, MEd, RN

Position Year, 2021, Adjunct
ADN, University of Arkansas at Little Rock, 1977
BSE, University of Arkansas at Little Rock, 1980
MEd, University of Arkansas at Little Rock, 1991
MSN, Arkansas Tech University, 2013

Ashley Murdock, MSN, RN

Position Year, 2013, Full Time
BSN, University of Arkansas at Pine Bluff, 2014
MSN, University of Phoenix, 2015

Heidi Niswander, DNP, RN, Course Leader

Position Year, 2007, Full Time
BSN, Valparaiso University, 1990
MSN/ED, University of Phoenix, 2011
DNP, American Sentinel University, 2017

Linda Ochterbeck, BSN, RN

Position Year, 2020, Adjunct
Nursing Diploma, Missouri Baptist Hospital School of Nursing, 1979
BSN, University of Medical Sciences, 1985

Debbie Oglesby, PhD, RN, CNE

Position Year, 2002, Full Time
Nursing Diploma, Missouri Baptist Hospital, 1985
BS, Healthcare Administration, St. Joseph's College, 1994
MSN, St. Joseph's College, 2008
PhD, Capella University, 2017

Candice Palmer, BSN, RNC-NIC

Position Year, 2021, Full Time
BSN, University of Arkansas for Medical Sciences, Little Rock, 2004
MSN, Western Governor's University, 2018

Stacy Palmer, DNP, RN, Course Leader

Position Year, 2002, Full Time
BSN, University of Arkansas for Medical Sciences, 1995
MSN, Oregon Health & Sciences University, 2000
DNP, American Sentinel University, 2018

Yogeeta (Yogi) Patel-Larmore, MSN, RN

Position Year, 2015, Adjunct
BSN, University of Texas Health Science Center, 1997
MSN, University of Central Arkansas, 2020

Phillip Prousnitzer, MSN, RN

Position Year, 2020, Full Time
BA, Eckerd College, 2006
AS, Delgado Community College, 2008
BSN, Franciscan Our Lady of the Lake University, 2015
MSN, Walden University, 2020

Betty (BJ) Rochon, MSN, RN, CMSRN

Position Year, 2015, Full Time
Nursing Diploma, BHCLR, 1983
BSN, Henderson State University, 1990
MSN University of Phoenix, 2014

Carrie Rogers, BSN, RN

Position Year, 2019, Adjunct
Nursing Diploma, BHCLR, 2005
BSN, Arkansas Tech University, 2018

Johnnie Schaumleffel, MSN, RN

Position Year, 2021 Adjunct
Nursing Diploma, BHCLR, 2009
BSN, Arkansas Technical University, 2017
MSN, Simmons University, 2021

Joanna Seelinger, MSN, RN

Position Year, 2020, Adjunct
BSN, University of Arkansas for Medical Sciences, 2008
MNSc, University of Arkansas for Medical Sciences, 2012

Georgia Seward, MSN, RN

Position Year, 1997, Full Time
Nursing Diploma, BHCLR, 1967
BSN, University of Central Arkansas, 1980
MA, Webster University, 1989
MSN, Arkansas Tech University, 2013

Leigh Snead, DNP, RN, CNE, CHSE, Course Leader

Position Year, 2020, Full-Time
Nursing Diploma, BHCLR, 1999
BSN, Arkansas Tech University, 2012
MSNEd, University of Central Arkansas, 2015
DNP, University of Central Arkansas, 2021

Kristen Stark, BSN, RN

Position Year, 2020, Adjunct
Nursing Diploma, BHCLR 2014
BSN, Grand Canyon University, 2017

Kimberley Stout, MSN, RN

Position Year, 2013, Adjunct
Nursing Diploma, BHCLR, 1993
BSN, Arkansas State University, 2004
MSN, University of New Mexico, 2007

Tabori Tidwell, MSN-ED, RN

Position Year, 2004, Full Time
BSN, University of Arkansas at Pine Bluff, 1999
MSN-ED, University of Phoenix, 2009

Shelley Tuxhorn, MSN, RN

Position Year, 2018, Adjunct
BSN, University of Arkansas for Medical Sciences, 2001
MSN, University of Arkansas for Medical Sciences, 2007

Dianna Wilson, MNSc, RN

Position Year, 2021, Adjunct
AA, University of Central Arkansas, 1975
BSN, University of Central Arkansas, 1977
MNSc, University of Arkansas for Medical Sciences, 1990

Diane Wood, DNP, RN

Position Year, 2017, Full Time
BSN, University of Utah, 1997
MNSc, University of Arkansas for Medical Sciences, 2014
DNP, University of Arkansas for Medical Sciences, 2021

Carolyn Wright, MSN, RN

Position Year, 2004, Full Time
Practical Nursing Diploma, BHCLR, 1976
Nursing Diploma, BHCLR, 1993
BSN, Arkansas Tech University, 2010
MSN, Arkansas Tech University, 2013

BHCLR School of Occupational Therapy Assistant Program Director and Faculty

Karen James, PhD, OTR/L, CAPS, Program Director and Coordinator, Allied Health

Position Year, 2004, Full Time
BS, University of Central Arkansas, 1990
MS, University of Central Arkansas, 2001
PhD, Nova Southeastern University, 2016

Melissa Bowen, MDiv, MS, OTR/L, Academic Fieldwork Coordinator

Position Year, 2012, Full Time

BS, University of Tennessee 1990

MS, University of Memphis, 1997

MDiv, Phillips Theological Seminary, 2010

Leila Holmes, MS, BS

Position Year, 2020, Adjunct

BA, University of Arkansas at Little Rock, 2010

MS, OTA, University of Central Arkansas, 2016

Kimberly Billingsley, BA, COTA/L

Position Year, 2018, Adjunct

BA, University of Arkansas at Little Rock, 2003

AAS/Certificate, UA-PTC/BHCLR, 2016

Rachel Wolfe, BS, COTA/L

Position Year, 2016, Adjunct

BS, University of Central Arkansas, 2010

AAS/Certificate, UA-PTC/BHCLR, 2014

BHCLR School of Practical Nursing Faculty

Rachel Burns, MSN, RN

Position Year, 2020, Full Time

BSN, College of the Ozarks, 2013

MSN, Grand Canyon University, 2021

Louisa Domingo-Bell, BSN, RN

Position Year, 2020, Adjunct

Practical Nursing Diploma, BHCLR, 2010

Nursing Diploma, BHCLR, 2011

BSN, University of Arkansas at Little Rock, 2017

Kelsey Druhot, BSN, RN

Position Year, 2020, Adjunct

BSN, University of Arkansas for Medical Sciences, 2016

Debra Gatton-Bridges, MA, RN-BC, CAPA, CLNC

Position Year, 2005, Full Time

BSN, University of Virginia, 1975

MA, University of Louisiana at Monroe, 2001

Sue Hale, MSN, RN

Position Year, 2016, Full Time

BSN, Chamberlain College, 2011

MSN, Chamberlain College, 2013

Brandy Linker, BSN, RN, CCRN

Position Year, 2019, Full Time

BSN, Arkansas Tech University, 2016

Cherie Massey, DNP, RN, Semester Leader

Position Year, 2002, Full Time

Nursing Diploma, BHCLR, 1991

BSN, Arkansas Tech University, 2010

MSN, Arkansas Tech University, 2013

DNP, Chamberlain University, 2020

Elizabeth Murphy, MSN, RN

Position Year, 2016, Full Time

Practical Nursing Diploma, BHCLR, 1984

BSN, University of Arkansas for Medical Sciences, 2000

MSN, Walden University, 2016

Margie (Gina) Qualls, PhD, RN, Semester Leader

Position Year, 2006, Full Time

BSN, University of Central Arkansas, 1987

MSN, University of Central Arkansas, 2004

PhD, University of Arkansas for Medical Sciences, 2020

Kate Reeves, MSN-Ed, RN

Position Year, 2017, Adjunct

Nursing Diploma, Baptist Health School of Health Professions, 2008

BSN, Walden University, 2014

MSN-Ed, Texas Tech University Health Science Center, 2018

Kelli Jo Smith, DNP, RN

Position Year, 2021, Adjunct

BSN, University of Arkansas Medical Sciences, 2014

DNP, University of Arkansas Medical Sciences, 2020

Belinda Strate MSN, RN, CWON

Position Year, 2015, Full Time

BSN, University of Arkansas for Medical Sciences, 2001

WOCN, Metropolitan State University 2003

MSN, Walden University, 2017

Andrew (Andy) Thomas, MSNE, RN, CNOR

Position Year, 2020, Full Time

BSN, University of Alabama in Huntsville, 1989

MSNE, Western Governor's University, 2017

BHCLR School of Radiography Program Director and Faculty

Suzanne Bullard, MHA, RT(R), Program Director

Position Year, 2001, Full Time
Certificate, BHCLR, 1995
BS, University of Central Arkansas, 1995
MHA, Webster University, 2013

Suzanna Haskin, BS, RT (R), Clinical Coordinator

Position Year, 2018, Full Time
BS, University of Arkansas for Medical Sciences, 1999

Melody Etherton, BS, CNMT, RT (N)

Position Year, 2018, Adjunct
Certificate, Nuclear Medicine Technology, BHCLR, 1999
BS, University of Central Arkansas, 1999

James Moffett, BSRT (RT)

Position Year, 2020, Adjunct
Certificate, BHCLR School of Radiography, 2011
BS, University of Central Arkansas, 2011

BHCLR School of Sleep Technology Program Director and Faculty

Paula Monroe, AAS, RST, RPSGT, Program Director

Position Year, 2015, Full Time
RPSGT, Board of Registered Polysomnographic Technologists, 2003
RST, American Board of Sleep Medicine, 2012
AAS, University of Arkansas - Pulaski Technical College, 2016

Elaine Hall, AAS, RPSGT, CCSH

Position Year, 2020, Adjunct
Certificate, BHCLR, 2009
RPSGT, Board of Registered Polysomnographic Technologists, 2009
AAS, University of Arkansas, Pulaski Technical College, 2015
CCSH, Board of Registered Polysomnographic Technologists, 2019

BHCLR School of Surgical Technology Program Director and Faculty

Gretchen Bates, MA, CST, Program Director

Position Year, 1999, Full Time
Certificate, USAF, 1990
CST Certified, 1999
BA, University of Arkansas at Little Rock, 2013
MA, Webster University, 2015

Angela Bowie, AAS, CST, Clinical Coordinator

Position Year, 2007, Full Time

Certificate, University of Arkansas for Medical Sciences, 1993

CST Certified, 2007

AAS, University of Arkansas – Pulaski Technical College, 2018

Brandy Harper, BBA, CST, Faculty

Position Year, 2016, Full Time

BBA, University of Arkansas at Little Rock, 2008

Certificate, BHCLR, 2013

CST Certified, 2013

ACADEMIC CALENDAR

July 2021	05	Independence Day Observed (Campus Closed)
	06	Classes Begin
	20	Census Day (11 th Class Day)
August	23	OTA & General Education Classes Begin
September	06	Labor Day (Campus Closed)
	07	OTA & Gen. Ed. Census (11 th Class Day)
November	19	Last Day for Student Withdrawal
	25 & 26	Thanksgiving (Campus Closed)
December	10	BHCLR End of Semester
	13	Commencement
	14	OTA & Gen. Ed. End of Semester
	22	Transcripts Available for Cleared Students
	24	Christmas (Observed) (Campus Closed)
	31	New Year's Day (Observed) (Campus Closed)
January 2022	03	Classes Begin
	17	Census Day (11 th Class Day)
	18	OTA & Gen. Ed. Classes Begin
February	01	OTA & Gen. Ed. Census (11 th Class Day)
April	22	OTA & Gen. Ed. Last Day for Student Withdrawal
May	10	OTA & Gen. Ed. End of Semester
	20	BHCLR Last Day for Student Withdrawal
	30	Memorial Day (Campus Closed)
June	10	BHCLR End of Semester
	13	Commencement
	22	Transcripts Available for Cleared Students

Important Notes:

The OTA program follows the University of Arkansas – Pulaski Tech academic calendar.

Each program of study schedules a one-week instruction break per semester.

More details can be found in the respective programmatic handbook.

APPLICANT AND ADMISSION INFORMATION

Baptist Health College Little Rock (BHCLR) is comprised of the following deadlines:

Application Deadlines: July and August Start Dates

Program	Month Classes Enter	Application Deadline	File Completion Deadline
Nursing-General Education	August each year	May 1	May 15
Nursing-Traditional Track	July each year	May 1	May 15
Practical Nursing	July each year	May 1	May 15
Medical Laboratory Science	July each year	March 1	March 15
Nuclear Medicine Technology	July each year	March 1	March 15
Occupational Therapy Assistant	August each year	April 15	May 1
Radiography	July each year	March 1	March 15
Sleep Technology	July each year	April 15	May 1
Surgical Technology	July each year	April 15	May 1

Application Deadlines: January Start Dates

Program	Month Classes Enter	Application Deadline	File Completion Deadline
Practical Nursing	January each year	November 1	November 15
Nursing – Traditional Track	January each year	November 1	November 15
Nursing – Accelerated	January each year	November 1	November 15
Surgical Technology	January each year	October 15	November 1

- Application and completion deadlines represent the day that application materials must be received by BHCLR.
- If applicants are mailing materials, the applicant is responsible for allowing sufficient time for materials to arrive by the published deadline date.
- If an application or file completion deadline falls on a Saturday or Sunday, materials will be accepted through the following Monday at 5:00 pm.
- Prospective students may apply to only one program at a time.
- The BHCLR-Schools of Allied Health may limit interviews to the top academically qualified applicants. Please note that a minimum number of students may be required to make a class for each BHCLR program of study.
- The BHCLR Schools of Nursing operate under a rolling admissions cycle and applicants are considered for admission as their files become complete. As a result, applications completed at or near the deadline are considered as space is available.

Application Process

The application process begins with initial inquiry to a program of study. Prospective students should apply as soon as possible. Applicants must submit all application materials and program specific documentation and meet all application requirements in order to complete the application file and be considered for admission. Application material may be obtained on the BHCLR website at www.bhclr.edu or by contacting the Admissions Office at 501-202-7460 or 1-800-345-3046. Completed application materials should be submitted to:

Baptist Health College Little Rock
11900 Colonel Glenn Road, Suite 1000
Little Rock, Arkansas 72210-2827

All materials and information provided to the college by the applicant become the property of the college. Records from other agencies or institutions are not released by BHCLR. Any misrepresentation, falsification or omission of information may result in denial of entry or dismissal from the college.

In the case of denial of entry or administrative dismissal, future applications to any program of study may not be considered for a designated period of time decided by administration at the time of denial of entry or administrative dismissal.

Application Requirements

An applicant file is established when Baptist Health College Little Rock receives an application to a program of study, and the remaining materials are filed therein when received. This process is followed until all required materials are received; the applicant file is then considered complete. The completed applicant file is forwarded to the Registrar and Selection Committee for consideration. Satisfactory completion of the application requirements is required before the applicant file is reviewed by the Selection Committee. Completion of the application requirements does not guarantee selection/admission into the program of study.

1. Submit application electronically through the BHCLR website.
2. Submit one (1) official transcript from all educational institutions (colleges, universities, vocational schools, private schools, military schools, private career schools, etc.) attended; and either an official high school transcript or an official General Education Diploma (GED) transcript with scores.

If the validity of an applicant's high school education is in question, the applicant's transcripts will be forwarded to the Registrar. The Registrar will evaluate the validity of the institution granting the high school diploma to determine if the diploma is acceptable. If the diploma is not accepted, the institution will be added to the list of institutions not recognized by Baptist Health College Little Rock and all admissions staff will be notified.

Official transcripts are defined as those that are: a) mailed directly to BHCLR by the educational institution, b) are delivered to the school in a sealed envelope signed by the Registrar, or c) are sent electronically from the institution to the Registrar using an approved electronic transcription service. Examples are SPEEDE and eScrip-Safe. It is the student's responsibility to obtain and ensure submission of transcripts.

3. If the applicant is still enrolled in high school, a partial transcript including the first semester of the senior year must be submitted. Upon completion of high school, an official transcript showing graduation date must be submitted to the college prior to enrollment.
4. Submit required entrance exams. Please see "Applicant Testing" for detailed information.
5. An Arkansas Criminal Background Check may be required by the Selection Committee. The cost of the report is the responsibility of the applicant.

An applicant who has pled guilty, nolo contendere to, or been found guilty of a crime (as identified in Arkansas Code, Act 1208 of 1999 Legislative Session) may not be eligible to receive or hold a license issued by Arkansas State Board of Nursing (Schools of Nursing specific). This possibility is described in detail by the Arkansas State Board of Nursing (ASBN) in the Arkansas Nurse Practice Act Rules and Regulations publication. The publication is available from the Arkansas State Board of Nursing, University Tower Building, Suite 800, 1123 South University Avenue, Little Rock, AR 72204-1619, telephone (501) 686-2700. Selection of an applicant for entry to the program does not guarantee approval or permission by the ASBN to take the examination and receive a license upon passage.

An individual may not be eligible to apply to BHCLR until a period of time has passed from the date of closure with the respective Court(s) or Law Enforcement officials. Closure may include, but not be limited to, one or more of the following circumstances: parole, probation, incarceration, jail time, payment of court costs, or payment of restitution. The period of time must reflect law abiding behavior.

Enrollment is dependent on the results of the CBC. A conviction of a Violent Crime defined as a “crime in which the offender uses or threatens to use violent force upon the victim” may result in denial of entry or administrative dismissal.

Crimes are evaluated on an individual basis. All applicants/students are required to self-report crimes to their program director or coordinator on the application, during the admissions process and/or during enrollment. BHCLR defines crime as “any felony or misdemeanor.” Minor traffic offenses are excluded but DUI, DWI, prosecution of hot checks and other more severe convictions are examples of crimes.

6. Attend a personal interview if required by the Selection Committee.
7. Complete additional applicant testing as identified in the respective school specific section of the Catalog.
8. Provide additional information such as personal statements and letters of recommendation, if required by the respective school.
9. Satisfactory completion of the application process*

*Refer to the school specific section of the Catalog for additional application requirements for the respective program of interest. The application process is considered complete when all requirements, as identified in the general and school specific sections of the Catalog have been fulfilled.

Applicants and Students with Deferred Action for Childhood Arrivals (DACA) Status

DACA participants may apply to BHCLR. DACA participants must submit the original, unexpired Federal Form I-766 Employment Authorization Document. If a prospective student or enrolled student has applied for a renewal, the renewal forms will also be required for admission and continued enrollment. All DACA students must maintain a current, unexpired status to remain enrolled at BHCLR. DACA participants are subject to the BHCLR identity verification process which applies to all incoming students.

Applicants with International Transcripts or Whose Native Language is not English

A United States citizen or permanent resident with a permanent resident card who has international transcripts and/or whose native language is not English may apply to BHCLR and fulfill the following requirements in addition to those required of other applicants:

1. Applicants with transcripts from institutions outside of the United States and/or whose native language is not English are required to provide official TOEFL (Test of English as a Foreign Language) scores. Use code #6170 to designate BHCLR as a TOEFL score recipient when you request scores. An applicant must obtain a total score of 80 or above in order to be considered for admission on the Internet-based Testing (iBT) TOEFL exam. Additional information and registration instructions are available at www.ets.org/toefl. IELTS (International English Language Testing System) Band scores may be submitted in lieu of TOEFL iBT scores if a comparable score is earned using the score comparison tool on the ETS website (www.ets.org/toefl/institutions/scores/compare/).
2. Applicants with transcripts from high schools and postsecondary institutions outside of the United States must request official transcripts from those institutions. In addition, official transcripts from institutions outside of the US must be evaluated by a NACES (National Association of Credential Evaluation Services) member prior to being submitted to BHCLR. The evaluation service must send BHCLR an evaluation report along with the original transcripts, which will then be considered official. A listing of the NACES member services can be found at www.naces.org.
3. Students dually enrolled at BHCLR and an affiliate university for Medical Laboratory Science, Nuclear Medicine Technology, or Radiography who are attending classes on a Student VISA must continue to report to the affiliate university to satisfy all requirements outlined by the US Department of Homeland Security. As outlined in the affiliation/cooperative agreements, the affiliate university will continue to report on the student's enrollment status since it is the institution awarding the baccalaureate degree upon successful completion of BHCLR coursework.

Applicant State of Residence

The applicant's state of residence is determined through the application and identity verification processes. Applicants and students may update their address through the student portal.

BHCLR accepts out-of-state applicants but all programs at BHCLR operate in the state of Arkansas and have a residential component. No BHCLR program is fully 100% distance education. BHCLR is certified and approved by oversight agencies in Arkansas and graduates may sit for licensure in Arkansas. If a student or graduate relocates to a state in which the institution does not have approval to operate, this may adversely impact the student's ability to sit for licensure.

Applicant Testing

The ACT is required for allied health programs and the ACT or the ATI TEAS is required for nursing programs. BHCLR superscores the ACT for admission and scholarship purposes. The Scholastic Aptitude Test (SAT) may be submitted in lieu of the ACT and is evaluated utilizing an ACT/SAT (Critical Reading + Math) concordance scale available on the ACT website. The ACT and the ATI TEAS exams are given on the BHCLR campus on a scheduled basis.

BHCLR is a residual ACT testing site. If the ACT is taken at BHCLR, duplicate copies are neither released to the applicant nor transferable to another institution. For more information on specific test dates, see www.bhclr.edu or contact BHCLR Admissions. If tests were taken at a national testing site, the applicant may arrange to have the scores sent directly to BHCLR.

The following ACT Applicant Residual Testing guidelines are in effect:

1. Applicants must have an application on file and submit registration and payment by 3:00 pm on the Tuesday before the test date.
2. Applicants may reschedule ACT testing one time before forfeiture of testing fee.
3. The ACT testing fee is refundable if the applicant makes the request by the registration deadline.
4. Registration for ACT testing will not be accepted without payment.

Criminal Background Check and Additional Screenings for All Students

All students/applicants must give authorization for BH to conduct a Baptist Health rehire / clinical presence clearance, a Criminal Background Check (CBC), Social Security Number Verification and a Child/Adult Maltreatment Check (CAMC) and the National Sex Offender Registry (SOR) check. The CBC, SOR and CAMC may be repeated at any time during enrollment. Any challenges to the accuracy of these reports should be directed to the agency responsible for the records.

BHCLR investigates all reports of applicant and student criminal activity on an individual basis. BHCLR takes action as deemed appropriate by college administration. Actions may include all types of discipline up to and including denial of entry or administrative dismissal.

Faculty and staff receiving or having knowledge of such a report are required by policy to immediately notify their respective supervisor about the information received.

Enrollment is dependent on the results of the CBC and SOR. A conviction of a Violent Crime defined as “a crime in which the offender uses or threatens to use violent force upon the victim” may result in denial of entry or administrative dismissal. Crimes other than Violent Crimes are evaluated on an individual basis. BHCLR defines a crime as any felony or misdemeanor (traffic offenses are excluded). DUI, DWI and hot checks are examples of crimes.

Child/Adult Maltreatment Check

If an applicant is found in the Adult or Child Maltreatment Central Registry, the applicant must clear his/her name to be eligible for enrollment.

If a student is found in the Adult or Child Maltreatment Central Registry, the student will be placed on probation and allowed to remain enrolled while working to clear his/her name from the Registry. A student listed in the Registry cannot attend clinical; therefore, if the student has not been cleared by the scheduled start date of clinical in their assigned course, the student will be Administratively Withdrawn.

Entry Requirements

Once selected into a program of study, students must fulfill the following requirements:

1. Submit completed Ability to Perform Essential Functions form as required by respective program of study;
2. Submit a Physical Examination Report from a physician, nurse practitioner or an advance practice nurse if required by the program of study;
3. Students are to provide documentation of current Tuberculin skin tests and required immunizations. Immunizations and Tuberculin Testing documents are due by the 1st day of class. Immunizations and testing must remain current throughout enrollment. Failure to provide proof of current immunizations and testing may result in suspension from campus and school activities. Required immunizations are:
 - i. Measles, mumps, rubella (MMR)- if born after January 1, 1957 show receipt of second MMR; in the event that an individual has a titer for MMR, a copy of the titer results must be submitted;
 - ii. Varicella (Chickenpox)- documentation of 2 doses separated by 28 days or documentation of immunity to disease by results of a titer;
 - iii. Tetanus- injection must be dated within the last 10 years;
 - iv. Hepatitis B series- all students must have started the first injection of the series or; completed the Hepatitis B series or; signed a waiver or; submitted titer results.
 - v. The influenza immunization is required annually for all enrolled students.
 - vi. Tuberculin (TB) Testing- A tuberculin skin test must be submitted by the 1st day of class and cannot be older than 30 (thirty) days. A student or applicant with a positive Tuberculin Skin Test is referred to the Arkansas Department of Health or a private physician for a T spot test or follow through care.
4. Submit an official transcript showing general education and science course(s) currently being taken, with a final official transcript on file prior to the start of the semester;
5. Fulfill Programmatic Entry Requirements as published in this Catalog;
6. Attend a personal interview if required by the Selection Committee;
7. Participate in the New Student Orientation; sign all Informed Statements;
8. Complete additional applicant testing and/or online readiness assessment as identified in the respective program specific section of the Catalog.
9. Submit Social Security Number Verification Form and Child and Adult Maltreatment Form;
10. Submit signed Enrollment Agreement and pay nonrefundable registration fee;
11. Complete registration;
12. Provide additional information as required by the program of study; and
13. Complete the American Heart Association BLS Provider or other approved CPR course if required by the program of study.

Former students of a BHCLR program may be eligible to apply for reentry. Contact the admissions staff or the BHCLR website for reentry materials. See program specific reentry information in the programmatic sections of the Catalog.

Students who have been dismissed for cause by any BHCLR program of study may not be eligible to apply to BHCLR.

Students who have attempted any BHCLR program twice without successful completion are not eligible to apply for reentry into that same program of study.

Criminal Background Checks and the Nurse Practice Act of the State of Arkansas for Nursing Students

The Nurse Practice Act outlines eligibility requirements to sit for licensure in Arkansas and is provided below.

However, persons that have pleaded guilty or nolo contendere to, or been found guilty of an offense listed in **ACA § 17-87-312. Criminal background checks** in the *Nurse Practice Act of the State of Arkansas** may not be eligible to receive or hold a license issued by the Arkansas State Board of Nursing. Graduation from Baptist Health College Little Rock does not assure the Arkansas State Board of Nursing's approval to take the licensure examination.

See www.arsbn.arkansas.gov/lawsRules/Documents/SUBCHAPTER_3.pdf.

* Below is the ACA § 17-87-312 in its entirety.

17-87-312. Criminal background checks.

(a)

(1) Each first-time applicant for a license issued by the Arkansas State Board of Nursing shall apply to the Identification Bureau of the Division of Arkansas State Police for a state and national criminal background check, to be conducted by the Federal Bureau of Investigation.

(2) At the time a person applies to an Arkansas nursing educational program, the program shall notify the applicant in writing of the provisions and requirements of this section.

(b) The check shall conform to the applicable federal standards and shall include the taking of fingerprints.

(c) The applicant shall sign a release of information to the board and shall be responsible to the Division of Arkansas State Police for the payment of any fee associated with the criminal background check.

(d) Upon completion of the criminal background check, the Identification Bureau of the Division of Arkansas State Police shall forward to the board all releasable information obtained concerning the applicant.

(e) For purposes of this section, the board shall follow the licensing restrictions based on criminal records under § 17-3-102.

(f)

(1) The board may issue a nonrenewable temporary permit for licensure to a first-time applicant pending the results of the criminal background check.

(2) The permit shall be valid for no more than six (6) months.

(g)

(1) Any information received by the board from the Identification Bureau of the Division of Arkansas State Police under this section shall not be available for examination except by:

(A) The affected applicant for licensure or his or her authorized representative; or

(B) The person whose license is subject to revocation or his or her authorized representative.

(2) No record, file, or document shall be removed from the custody of the Division of Arkansas State Police.

(h) Any information made available to the affected applicant for licensure or the person whose license is subject to revocation shall be information pertaining to that person only.

(i) Rights of privilege and confidentiality established in this section shall not extend to any document created for purposes other than this background check.

(j) The board shall adopt the necessary rules to fully implement the provisions of this section.

(k)

(1) The board may participate at the state and federal level in programs that provide notification of an arrest subsequent to an initial background check that is conducted through available governmental systems.

(2) The board may submit an applicant's fingerprints to the federal Next Generation Identification system.

(3) The fingerprints may be searched by future submissions to the Next Generation Identification system, including latent fingerprint searches.

(4) An applicant enrolled in the Next Generation Identification system is not required to re-fingerprint when a subsequent request for a state or federal criminal history background check is required if:

(A) A legible set of the applicant's fingerprints is obtained when the applicant enrolls in the Next Generation Identification system; and

(B) The applicant is subject to the Rap Back service of the Next Generation Identification system.

(l) The Identification Bureau of the Division of Arkansas State Police and the Federal Bureau of Investigation may maintain fingerprints in the Integrated Automated Fingerprint Identification System.

17-3-102. Licensing restrictions based on criminal records.

(a) An individual is not eligible to receive or hold a license issued by a licensing entity if that individual has pleaded guilty or nolo contendere to or been found guilty of any of the following offenses by any court in the State of Arkansas or of any similar offense by a court in another state or of any similar offense by a federal court, unless the conviction was lawfully sealed under the Comprehensive Criminal Record Sealing Act of 2013, § 16-90-1401 et seq., or otherwise previously sealed, pardoned or expunged under prior law:

(1) Capital murder as prohibited in § 5-10-101;

(2) Murder in the first degree and second degree as prohibited in §§ 5-10-102 and 5-10-103;

(3) Manslaughter as prohibited in § 5-10-104;

(4) Negligent homicide as prohibited in § 5-10-105;

(5) Kidnapping as prohibited in § 5-11-102;

(6) False imprisonment in the first degree as prohibited in § 5-11-103;

(7) Permanent detention or restraint as prohibited in § 5-11-106;

(8) Robbery as prohibited in § 5-12-102;

(9) Aggravated robbery as prohibited in § 5-12-103;

(10) Battery in the first degree as prohibited in § 5-13-201;

(11) Aggravated assault as prohibited in § 5-13-204;

(12) Introduction of a controlled substance into the body of another person as prohibited in § 5-13-210;

(13) Aggravated assault upon a law enforcement officer or an employee of a correctional facility as prohibited in § 5-13-211, if a Class Y felony;

(14) Terroristic threatening in the first degree as prohibited in § 5-13-301;

(15) Rape as prohibited in § 5-14-103;

(16) Sexual indecency with a child as prohibited in § 5-14-110;

(17) Sexual extortion as prohibited in § 5-14-113; (18) Sexual assault in the first degree, second degree, third degree, and fourth degree as prohibited in §§ 5-14-124 — 5-14-127;

(19) Incest as prohibited in § 5-26-202;

(20) Offenses against the family as prohibited in §§ 5-26-303 — 5-26-306;

(21) Endangering the welfare of an incompetent person in the first degree, as prohibited in § 5-27-201;

- (22) Endangering the welfare of a minor in the first degree as prohibited in § 5-27-205;
 - (23) Permitting the abuse of a minor as prohibited in § 5-27- 221;
 - (24) Engaging children in sexually explicit conduct for use in visual or print media, transportation of minors for prohibited sexual conduct, pandering or possessing visual or print medium depicting sexually explicit conduct involving a child, or use of a child or consent to use of a child in a sexual performance by producing, directing, or promoting a sexual performance by a child, as prohibited in §§ 5-27-303 — 5-27-305, 5-27-402, and 5-27-403;
 - (25) Computer child pornography as prohibited in § 5-27-603;
 - (26) Computer exploitation of a child in the first degree as prohibited in § 5-27-605;
 - (27) Felony adult abuse as prohibited in § 5-28-103;
 - (28) Theft of property as prohibited in § 5-36-103;
 - (29) Theft by receiving as prohibited in § 5-36-106;
 - (30) Arson as prohibited in § 5-38-301;
 - (31) Burglary as prohibited in § 5-39-201;
 - (32) Felony violation of the Uniform Controlled Substances Act, §§ 5-64-101 — 5-64- 510, as prohibited in the former § 5-64-401, and §§ 5-64- 419 — 5-64-442;
 - (33) Promotion of prostitution in the first degree as prohibited in § 5-70-104;
 - (34) Stalking as prohibited in § 5-71-229;
 - (35) Criminal attempt, criminal complicity, criminal solicitation, or criminal conspiracy, as prohibited in §§ 5-3-201, 5-3-202, 5-3-301, and 5-3-401, to commit any of the offenses listed in this subsection; and
 - (36) All other crimes referenced in this title. (b)
- (1) If an individual has been convicted of a crime listed in subsection (a) of this section, a licensing entity may waive disqualification or revocation of a license based on the conviction if a request for a waiver is made by:
- (A) An affected applicant for a license; or
 - (B) The individual holding a license subject to revocation.
- (2) A basis upon which a waiver may be granted includes without limitation:
- (A) The age at which the offense was committed;
 - (B) The circumstances surrounding the offense;
 - (C) The length of time since the offense was committed;
 - (D) Subsequent work history since the offense was committed;
 - (E) Employment references since the offense was committed;
 - (F) Character references since the offense was committed;
 - (G) Relevance of the offense to the occupational license; and
 - (H) Other evidence demonstrating that licensure of the applicant does not pose a threat to the health or safety of the public.
- (c) If an individual has a valid criminal conviction for an offense that could disqualify the individual from receiving a license, the disqualification shall not be considered for more than five (5) years from the date of conviction or incarceration or on which probation ends, whichever date is the latest, if the individual:
- (A) Was not convicted for committing a violent or sexual offense; and
 - (B) Has not been convicted of any other offense during the five-year disqualification period.
- (d) A licensing entity shall not, as a basis upon which a license may be granted or denied:
- (1) Use vague or generic terms, including without limitation the phrase "moral turpitude" and "good character"; or
 - (2) Consider arrests without a subsequent conviction. (e) Due to the serious nature of the offenses, the following shall result in permanent disqualification for licensure:
- (1) Capital murder as prohibited in § 5-10-101;
 - (2) Murder in the first degree as prohibited in § 5-10-102 and murder in the second degree as prohibited in § 5-10-103;
 - (3) Kidnapping as prohibited in § 5-11-102;
 - (4) Aggravated assault upon a law enforcement officer or an employee of a correctional facility as

prohibited in § 5-13-211, if a Class Y felony;

(5) Rape as prohibited in § 5-14-103;

(6) Sexual extortion as prohibited in § 5-14-113;

(7) Sexual assault in the first degree as prohibited in § 5-14-124 and sexual assault in the second degree as prohibited in § 5-14-125;

(8) Incest as prohibited in § 5-26-202;

(9) Endangering the welfare of an incompetent person in the first degree as prohibited in § 5-27-201;

(10) Endangering the welfare of a minor in the first degree as prohibited in § 5-27-205;

(11) Adult abuse that constitutes a felony as prohibited in § 5-28-103; and

(12) Arson as prohibited in § 5-38-301.

(f) This chapter does not preclude a licensing entity from taking emergency action against a licensee as authorized under § 25-15-211 for the sake of public health, safety, or welfare.

(g) The permanent disqualification for an offense listed in subsection (e) of this section does not apply to an individual who holds a valid license on the effective date of this chapter.

Selection

The Selection Committee for each program of study considers the applicant for entry after all required materials and requested information have been received. Selection is on an individual and competitive basis according to criteria and scoring as class sizes are limited.

The paramount responsibility of the college is protection of the public in the selection of applicants, education and promotion of students through the program of study and graduation of individuals for entry into the profession. This responsibility is fulfilled through established policies and corresponding processes guiding decision making activities.

Each applicant is notified by U.S. mail and/or email. Conditional selection may be assigned by the committee with stipulated conditions. Selected applicants are expected to return the registration fee and form.

Selected applicants that do not register for an incoming class may request that their applicant file remain active for the next selection cycle. Applicants not registering, who seek entry at a later date, shall have no preferential status. Their files are returned to the applicant pool and reconsidered for selection the same time as other applicants for the next incoming class. Additional selection information may be found in the school specific content in this catalog. A new application is required for each application cycle.

Transfer of BHCLR Credits

BHCLR courses may not transfer to some institutions. The transfer of a BHCLR course/certificate/degree credit is determined by the receiving institution.

Transfer of Credits or Advanced Placement into BHCLR

Transfer of credits or advanced placement requests will be reviewed on an individual basis by the Registrar and the appropriate Academic Program Director/Coordinator. In evaluation of transferability of credits, the following will be considered: the currency, comparability, relevancy to program, calculation of credit hours used by the institution, and grade earned for the course. In addition, the accreditation status and academic strength of the transferring institution are considered. Credits accepted for transfer will be recorded on the student's transcript. Transfer credit is used in calculating the cumulative grade point average for a student. Transfer courses must have a minimum grade of "C" or higher to be accepted. Total credit hours for the respective program of study may vary depending on accepted transfer credits.

The Arkansas Course Transfer System (ACTS) is designed to assist in planning the academic progress of students from the high school level through the adult workforce. This system contains information about the transferability of courses within Arkansas public colleges and universities. Students are guaranteed the transfer of applicable credits and equitable treatment in the application of credits for admissions and degree requirements. Students may complete the general education courses anywhere in the public system as well as many courses in the degree/major that have been pre-identified for transfer. Course transferability is not guaranteed for courses listed in ACTS as “No Comparable Course.” Transferability of courses taken prior to January 1, 2007 is at the discretion of BHCLR. The Arkansas Course Transfer System can be accessed at <https://www.adhe.edu/>.

Credit by examination may also be considered in the transfer of certain general education courses. Credit may be obtained through the College Level Examination Program (CLEP) and the Advanced Placement Program (AP) exams. BHCLR uses the following policies for awarding transfer credit by examination to students:

- Transfer credit may be awarded for courses that have received CLEP or AP credit from a regionally accredited institution.
- Students must be currently enrolled at BHCLR before CLEP or AP credit can be posted to the transcript.
- CLEP credit may be awarded for Chemistry, College Algebra, English Composition, Psychology and Sociology.
- AP credit may be awarded for Chemistry, English Composition and Psychology.
- No grade is awarded for credit, and credit is not calculated in the grade-point average (GPA).
- Credit will not be awarded if the class has been taken and a grade of “C” or better has been earned.
- Official CLEP score reports must be submitted to BHCLR.
- Official transcripts showing AP credit must be submitted to BHCLR.

Additional information concerning credit by examination policies, tests accepted and required scores is available on the BHCLR website, or by contacting the Registrar.

For professional and technical courses, the Registrar will work with the appropriate Academic Program Director/Coordinator to evaluate courses for transferability into the programs of study. BHCLR will review transfer credit from institutions accredited and recognized by the United States Department of Education or the Council for Higher Education Accreditation. Course content must be substantially equivalent to required courses to be considered for transfer. Applicants requesting to transfer courses from other institutions must provide an official transcript and course descriptions to the school.

ACADEMIC INFORMATION

Academic Advising

An academic advisor provides guidance throughout the student's progression through the respective program of study. The service is provided by teaching faculty, Program Directors, and a Retention Specialist. Academic advising is designed to promote student retention through an academic advisor-advisee communication process. The BHCLR Academic and Spiritual Counselor collaborates in academic advising related to student accommodations and provides advising needs outside of academics.

Academic Grading Scale

BHCLR utilizes a grading scale to signify student academic progression through a program of study. A final letter grade is assigned for each course. The letter grade has a corresponding rating that denotes the value of student learning. A percent range is used to determine the letter grade. Value points are used to calculate the Grade Point Average (GPA) and for other purposes such as honors awards during the commencement ceremony and scholarship awards by the Baptist Health Foundation and by others.

The student progresses and promotes through the program of study by completing each required course with at least a minimum final grade of "C" in the theory component of the course and Satisfactory "S" in clinical and skills laboratory component if applicable. The student must meet all requirements of each course in order to progress. A final grade of "C" is required by BHCLR for all required university and college courses.

Academic progress is determined by use of the following grading scale:

Grade	Range (%)	Value
A	94-100	4
B	86-93	3
C	77-85	2
D	70-76	1
F	0-69	0
I	Incomplete	0
W	Withdrawal	0
WX	Administrative Withdrawal	0
CR	Credit	0
NC	No Credit	0

The college has sole discretion regarding course work related to an incomplete "I" grade. If the college approves make-up course work, the incomplete course work must be completed within an established timeframe; otherwise the "I" grade becomes a final grade of "F" at the time frame end. Programmatic clinical and skills laboratory grading scales, if applicable, and subsequent policies are published in the program specific section of the Catalog.

Affiliation, Articulation, and Cooperative Agreements

BHCLR currently participates in the following affiliation, articulation, and cooperative agreements:

Schools of Allied Health

School of Medical Laboratory Science: Arkansas Tech University, Harding University, Henderson State University, Ouachita Baptist University, University of Central Arkansas, Louisiana Tech University, Missouri Southern State University, and Southern Arkansas

University.

School of Nuclear Medicine Technology: University of Central Arkansas and Southern Arkansas University

School of Occupational Therapy Assistant: University of Arkansas - Pulaski Technical College

School of Radiography: University of Central Arkansas and Henderson State University

Schools of Nursing

The School of Nursing-Accelerated Track participates in the Arkansas Nursing Education Articulation Model program, Arkansas Act 88.

The Schools of Nursing work cooperatively with Geneva College - Portage division to offer required general education and science courses.

The BHCLR - School of Nursing works with Arkansas Tech University (ATU), Ouachita Baptist University (OBU), the University of Central Arkansas (UCA), the University of Arkansas for Medical Sciences (UAMS), and the University of Arkansas (U of A) to offer licensed BHCLR – School of Nursing graduates opportunities to complete a Bachelor of Science in nursing degree. The completion agreements are web-based and student-friendly. For more information, go to www.bhclr.edu.

Classification of Student

Students are considered full-time if enrolled in 12 or more credit hours. Students are considered three-quarter time if enrolled in 9-11 credit hours. Students are considered half-time if enrolled in 6-8 credit hours and less than half-time if enrolled in 5 credit hours or less.

Students enrolled in Associate of Applied Science programs are classified as general education prep, freshman, sophomore I, sophomore II or graduate. Students enrolled in certificate programs are classified as freshman, sophomore, junior, senior or graduate. A graduate is a student who successfully completed a BHCLR program of study and fulfilled graduation requirements.

Community Learning Resources

All instruction is the direct responsibility of the respective program faculty. In addition, community agencies, hospitals and physician's offices may be utilized as an integral part of clinical instruction in the program. Experiences are selected and planned to maximize student learning and professional development.

Course Information and Credit Hour Calculations

The course title, description, and number sequence reflect the nature of the specific content, frequency of class offerings, professional major, classification of the student, and the credit hour value of the course. The numbering system for courses in a program of study offered provides the following information: the first number is the curriculum level of study; the second is the course code; and the third and fourth numbers are the number of credit hours. There is an established minimum when calculating credit hours for all courses offered at BHCLR:

The credit hour to clock hour ratios must meet or exceed the following requirements in all programs of study: Theory: one (1) credit hour equals fifteen (15) clock hours; skills laboratory: one (1) credit hour equals thirty (30) clock hours; clinical laboratory: one (1) credit hour equals forty-five (45) clock hours.

Diplomas / Certificates / Degrees

A diploma, certificate, or degree is awarded to a graduate candidate upon completion of all requirements for graduation. BHCLR reserves the right to void the diploma, certificate, or degree awarded upon discovery of verified credible information that the graduate applied to the college and withheld information, falsified information, or completed requirements for commencement and graduation under false pretenses. The college transcript shall reflect the action.

Distance Education

Baptist Health College Little Rock is an educational facility that serves many non-traditional students. Distance education, internet-based, and hybrid methods of delivery transcend the requirements of face-to-face classes thus providing greater flexibility to allow student participation in classes on their own time. It provides a viable option to the motivated, independent learner.

BHCLR does not offer any full distance education programs of study.

Important Distance Education Terms at BHCLR:

Learning Management System (LMS)

A platform or software application for the administration and management of online distance education courses, activities and resources.

Residential Program of Study

All (100%) of the program is provided in an on-ground location.

Residential-Blended (Hybrid) Program of Study

A portion of the program is provided in an on-ground location. A Residential-Blended Program of Study includes both on-ground and distance education.

Full Distance Education (Full DE) Program of Study

All (100%) of the program is provided through distance education. This program of study is also called a non-residential program of study.

Residential Course

A course in which 100% of instruction is on-ground / face-to-face. A variety of supporting course materials may be available to students through a LMS.

Residential-Blended (Hybrid) Course

A course in which instruction is provided through a combination of on-ground / face-to-face and distance education.

Full Distance Education (Full DE) Course

A course in which 100% of instruction occurs through distance education.

Technology Requirements

Technology requirements for BHCLR students are detailed under “Technology Requirements” in the “Applicant and Admission” section of the BHCLR Catalog.

Residential-Blended (Hybrid) and Full Distance Education Student Expectations

While hybrid and full DE courses provide increased flexibility and convenience to students, the course work is not self-paced. The requirements in hybrid and full DE courses are completed within a

predetermined time frame according to the respective course syllabi. Hybrid and full DE courses require as much, if not more, preparation on the part of the student as face-to-face courses.

Students who are successful in hybrid and full DE courses are expected to be accountable, motivated, and able to work independently. Active and frequent participation in the hybrid or full DE course is crucial to academic success.

For both hybrid and full DE courses, students are required to participate in online activities such as instructor to student discussion, student to student discussion, quizzes, examinations, and other online exercises as identified in the respective course syllabi and course calendar. Students are required to attend all face-to-face activities required in hybrid courses.

Graduation and Commencement Ceremonies

The commencement ceremony at BHCLR is a time of celebration for faculty, staff and students. BHCLR commencement ceremonies do not confer official graduate status. A graduating student fulfills requirements for commencement as defined by the respective school. Graduation is not always simultaneous with the commencement ceremony. Upon fulfillment of graduation requirements, the candidate is then granted official graduate status with the awarding of a diploma, certificate, or degree; and pin (if applicable to the respective school of enrollment) and name inclusion on the official list of school graduates and alumni.

Graduate Clearance and Non-Enrolled Student Services

A graduate candidate completes the official college and programmatic clearance process in order to qualify for graduation.

A class officer graduating completes the class officer clearance process in addition to the official school clearance form.

A non-enrolled student must be in good financial standing with BHCLR prior to fulfillment of a request for Administrative Service(s), release of transcripts, approval to graduate, or application to another program of study.

A graduate candidate must settle all financial obligations to BHCLR and concurrent affiliate institutions according to those respective institutional policies.

Honors & Student Awards

BHCLR faculty and staff celebrate student academic excellence by awarding Honors or High Honors status. Recognition of honor status is announced during the commencement ceremony. For additional information regarding honors, please see the programmatic student handbooks.

A candidate for graduation may receive the following recognition honor(s)/award(s) for professional and academic excellence.

The Faculty Award is presented to a graduate candidate from the Baptist Health College Little Rock – School of Nursing (BHCLR-SN) traditional and accelerated tracks and from the BHCLR – School of Practical Nursing (BHCLR-SPN). The recipient is selected by the respective program faculty utilizing the following established criteria:

Service – Quality service is the foundation of any successful business, and is even more essential in the provision of health care. The student's desire and commitment to serve others is part of quality service.

Honesty – Students adhere to the moral values of fairness, integrity, and honor in all relationships.

Respect – Students treat all people as individuals, with courtesy and thoughtfulness. Respect for each person’s dignity and worth is considered essential. Patients are treated with concern and compassion.

Stewardship – Students prudently commit resources, using talents and strengths in an effective manner. Facilities and equipment are maintained with pride.

Performance – Students exhibit the desired characteristics of initiative, dedication, talent, and knowledge tempered by common sense.

The Outstanding Student Award is awarded to a graduate of the BHCLR-SN and BHCLR-SPN. The recipient is selected by members of the respective graduation class.

The Academic Excellence Student Award is awarded to a candidate for graduation from each Allied Health School. The recipient is selected by the Program Director and is based on the highest cumulative GPA achieved. Names of recipients are permanently displayed on the wall plaque in the respective program’s exhibit.

The Outstanding Clinical Achievement Awards are awarded to a candidate for graduation from select Allied Health programs. The recipient is selected by the Program Director and is based on clinical achievement.

The Academic Excellence Awards and the Outstanding Clinical Achievement Awards are unique to the Allied Health programs of study.

Incomplete Grades

The student is given the opportunity, as appropriate, to clear incomplete grade(s) and progress in the program.

The assignment of an incomplete grade is at the sole discretion of the faculty. An incomplete “I” grade indicates the student has not yet fulfilled course requirements and that either additional coursework is needed or make-up work is to be completed. A final judgment and final grade determination of the student’s performance is made after the student fulfills the specified course work.

Incomplete “I” grades can result in a student not meeting the Financial Aid Satisfactory Academic Progress (SAP) policy. See the Financial Aid SAP Policy.

The incomplete grade must be cleared by satisfactory completion of all course work designated in writing and within the established time frame set by the faculty. If the incomplete grade is not cleared within the timeframe outlined by the faculty, the “I” shall be converted to a final grade of “F”.

If an “I” is not cleared within six months, it will automatically be converted to an “F” by the registrar.

Library Services

Students and faculty have access to the resources at the BHCLR Library. This library offers services in the support of student learning. Additionally, students can access certain library services by clicking the My BHCLR Portal on the BHCLR website, www.bhclr.edu.

Students have access to the following additional library services:

- A.W. Young Library at Shorter College, North Little Rock, Arkansas.
- University of Arkansas - Pulaski Technical College, North Little Rock, Arkansas.
- Central Arkansas Library System (CALIS), Little Rock, Arkansas.
- Donald W. Reynolds Library and Technology Center at Philander Smith College, Little Rock, Arkansas.
- University of Arkansas for Medical Sciences Library, Little Rock, Arkansas.
- Ottenheimer Library at the University of Arkansas at Little Rock, Little Rock, Arkansas.
- Torreyson Library, University of Central Arkansas, Conway, Arkansas

The libraries listed above allow students to access materials onsite. Students must obtain library privileges in order to check out materials.

Licensure and Certification

Completion of a program of study and graduation qualifies an individual to apply to sit for the certification or licensure examination for entry into a health profession. Successful candidates on certification or licensure examinations may sign the credentials designating their profession and have all rights afforded them by the respective profession.

Orientation to the Program of Study

Each program of study provides an orientation for new students. Attendance is mandatory for students. The program includes information about Baptist Health and its culture, values, policies, safety, security, school, faculty and student services. In addition, activities may be scheduled so family members or significant others may meet faculty members and learn what will be occurring during the time of student enrollment.

Petition for Clemency

Students who have been absent from study at BHCLR for a minimum of four consecutive years and have a desire to reenter a program of study may petition for clemency for their previous educational experience at BHCLR. To be considered for clemency the student must meet all criteria below:

1. Be absent from study at BHCLR for a minimum of four consecutive calendar years.
2. Submit a completed petition with a detailed explanation for their previous educational cycle. The petition should also include rationale as to why they should be allowed to reenter the program of study. Documentation should be submitted to the appropriate program leader.
3. Meet any additional academic requirements set by the program leader regarding their petition.

Approval of clemency is neither automatic nor guaranteed. The petition for clemency will be reviewed by the program leader and the Chancellor at BHCLR. Approval of clemency allows that the petitioner is eligible to apply to the program of study. Approval of clemency does not guarantee selection or placement into the program of study. Applicant selection will be determined by the appropriate Selection Committee. See the Financial Aid Satisfactory Academic Policy (SAP) for Financial Aid eligibility. Clemency is noted on the official transcript as detailed in the petition.

Program Effectiveness

It is paramount that each school maintains an ongoing process of program effectiveness evaluation. Several factors comprise the process. Evaluation of Program Effectiveness is measured through the evaluation of student and graduate outcomes, faculty teaching effectiveness, curriculum evaluations,

school policies evaluation, employer satisfaction with graduates and accrediting agency decisions. Thus, students and graduates have an important role in the measurement of program effectiveness.

Role of Student

The student's role during the professional curriculum is that of learner. Students are not expected to render services for patient care beyond those with educational value. Students shall not be used in lieu of professional staff, and they shall be supervised at all times.

Satisfactory Academic Progress

Eligibility to register each semester is contingent, in part, that adequate satisfactory progress is being made by the student in the program of study.

To maintain Satisfactory Academic Progress (SAP), a student must enroll and complete all required courses/components in a particular semester for the program of study with a C (77%) or above and be in good standing with the school. Any student who does not complete all required courses with a C (77%) or above is administratively withdrawn from that program of study. Students who are administratively withdrawn from a program are eligible to reenter according to the reentry procedures for each program of study.

Students who are in danger during the semester of not meeting SAP standards are alerted to their deficiencies, advised of the means to remedy them, and alerted to the consequences of their failure to do so.

Students who have not met SAP standards, voluntarily withdrawn, or have been administratively withdrawn from a program at BHCLR may be eligible to apply for reentry according to the requirements for each program of study. In addition to meeting all program application requirements, the following timeframes will be adhered to when considering reentry applicants.

Academic progress will be reviewed at the end of each semester.

Reentry options and requirements are outlined in each programmatic section within this catalog.

The Financial Aid Satisfactory Academic Progress policy is located in the Financial Aid portion of the Catalog.

Technology Requirements: Delivery Methods in Fall 2021 - Spring 2022

Medical Laboratory Science:	Blended delivery with Examsoft Testing
Nuclear Medicine Tech:	Face-to-Face delivery
Nursing Traditional:	Face-to-Face delivery with Classroom Examsoft Testing
Nursing Accelerated:	Blended delivery with Examsoft Testing
Occupational Therapy Asst.:	Face-to-Face delivery with Classroom Examsoft Testing
Practical Nursing:	Blended delivery with Examsoft Testing
Radiography:	Face-to-Face delivery with Classroom Examsoft Testing
Sleep Technology:	Blended delivery with Examsoft Testing
Surgical Technology:	Face-to-Face delivery with Examsoft Testing

Technology Requirements: Enrolled Students - All

All BHCLR programs of study require frequent utilization of technology. Students must have access to a personal computer. A laptop or Ipad is required if the program is utilizing Examsoft testing. A high-speed

internet connection and printer is recommended. Students will need access to software programs such as Microsoft Word, PowerPoint and Excel. Students may contact the BHCLR IT department, 501-410-7819, or visit <https://www.bhclr.edu/student-services/resources/it-services/> for more information on free online software alternatives.

A portable external laptop power bank is required to enable laptop use for the entire day.

Chromebooks will not work with the Examssoft testing program.

Minimum System Requirements for Windows:

1. A Laptop with Microsoft Windows 10 operating system
2. Memory: 4 GB RAM
3. Hard Drive Capacity: 200 GB
4. Webcam with Microphone
5. Battery life: 4 hours
6. Internet browser: Current Version of Google Chrome, Internet Explorer or Firefox.
7. Additional software and hardware may be necessary to meet specific course needs

Minimum System Requirements for Mac OS X

1. A Laptop with OS X 10.13 (High Sierra), OS X 10.14 (Mojave), macOS Catalina (10.15), macOS 11 Big Sur, Apple M1
2. Memory: 4 GB RAM
3. Hard Drive Capacity: 200 GB
4. Webcam with Microphone
5. Battery life: 4 hours
6. Internet browser: Current Version of Google Chrome, Internet Explorer or Firefox.
7. Additional software and hardware may be necessary to meet specific course needs

Minimum System Requirements for iPads

1. Hardware Requirements = iPad 5+, iPad Air, iPad Mini 2+, iPad Pro
2. Operating System = iPadOS 12, iPadOS 13, and iPadOS 14
3. Hard drive: 2GB or higher available space
4. Battery life: 4 hours
5. iPad must not be Jailbroken

iPad devices using Apple's new M1 chipset are not currently compatible with Examssoft

CAMPUS AND FACILITIES

Animals on Campus

Animals are kept off school campus, the clinical laboratory setting, and other campus premises. The only exception, with prior approval, to this policy is a physician's order specifying a need for instructional purposes and/or that an individual requires a trained animal for physically challenged assistance. Appropriate authorities are notified by campus security officers when animals are found in parked motor vehicles. Individuals bringing animals into the building will be asked by faculty and staff to remove the animals from the building. Security will be notified if animals are not removed promptly.

Campus Description

The BHCLR campus is located at 11900 Colonel Glenn Road in West Little Rock near interstate 430 at exit 4. The campus consists of thirteen acres with one large building. Large parking lots surround the building on three sides. Complete facilities consisting of quality equipment and teaching aids are available and specific to each program. The building is in compliance with all federal, state, and local laws in regard to fire, building, sanitation codes and American Disability Act (ADA) requirements.

Campus Security

The BH practice and policy is to do whatever is necessary to safeguard patients, employees, students and property. To assist in enforcement of this policy, a security force is employed. Each student should immediately report to the nearest clinical supervisor, instructor, or security officer any suspicious person or circumstance. Students also help by observing the rules and regulations of the various departments with regard to the proper security of all BH facilities. Security personnel are empowered with the authority to inspect all packages, parcels, sacks, and containers of visitors entering or leaving BH premises. Students are requested to cooperate with the security officers. When it is necessary to leave the premises after dark, if possible, leave in groups. If leaving alone, call security by dialing "0" on campus phones, located in the hallways, and request that security patrol the area where the car is parked. Each student is advised to follow general safety practices.

Security and security concerns are the responsibility of faculty, staff, and students at BHCLR. Security is enhanced by security officers and technological systems at BHCLR. Policies provide direction for student protection and safety. An individual observed loitering on or near school campus, or on premises during building open hours, without business purposes, is asked to leave immediately. Refusal to leave shall result in a Baptist Health security officer being contacted immediately. Contact information for security personnel, helpful hints, and recent security data reports are available on the BHCLR website.

Classrooms and Conference Rooms

Programs of study are located on the West Little Rock campus located at 11900 Colonel Glenn Road. In some BHCLR programs of study, face-to-face instruction is utilized in conjunction with distance education instruction. Distance education practices are detailed in the academic section of the Catalog and in respective course descriptions. Off-campus clinical experiences are included in specified courses. Additional space is located in Baptist Health facilities for instruction and conferences. Buildings and facilities are accessible to individuals with disabilities. The skills laboratory is a simulated hospital setting where skills are learned and practiced. Modern equipment and supplies used in hospital care are available for practicing skills and competency development.

Several dedicated conference rooms are located on the BHCLR campus. The rooms may be scheduled for both faculty and student meeting purposes.

Children on Campus

Children are not allowed to attend any learning experiences. Children on the school campus should be accompanied by an adult at all times and may not be left unattended in the parking lot or campus center. A student who brings a child to a learning experience will be asked to remove the child from the campus. The student will be counted absent during this time. If course make-up time or work is involved, the make-up fee policy will be applied. If the behavior is repeated, additional disciplinary action will be taken by the school. This policy includes children of students, family members, visitors, and employees.

Computer Laboratory

The laboratory accommodates 92 students involved with testing and other learning activities. Contemporary audiovisual resources are used to reinforce classroom and clinical learning and to supplement the teaching of students.

Drug Free Campus

BHCLR is a drug free campus. It is the policy of BHCLR to promote a safe, healthy and productive environment free from the influences of drugs and alcohol. BHCLR students have the right to be educated in an environment that is free of drugs and alcohol.

BHCLR is committed to strictly enforce its drug and alcohol policy and to comply with the requirements of the Drug-Free Workplace Act of 1988. It is the expectation of BHCLR that all students obey applicable local, state and federal laws and adhere to the behavioral standards regarding the use and abuse of alcohol and other drugs.

For additional information on chemical substance use and/or abuse, please see the Student Conduct and Behavioral Expectations section of this catalog.

Emergency Management

The BHCLR Emergency Response Manual identifies procedures used by the Emergency Response Team to comprehensively address specified emergency conditions. Students, employees, visitors, and any other individuals on campus during an emergency situation are expected to immediately comply with the directions of the Emergency Response Team.

Fire Emergency Procedures

1. Dial "88" to report a fire to the Baptist Health operator.
2. Pull the nearest fire alarm in the building.
3. The Baptist Health operator will notify all parties including the Little Rock Fire Department.
4. Security officers are responsible for directing student evacuation from the building to designated areas;
5. Faculty, staff and students quietly exit the building and proceed to designated area indicated under EVACUATION; and
6. No individual returns to the building for any reason until the "All Clear" signal is given.

Firearms, Fireworks, Explosives, and Weapons

Possession, storage, or use of weapons including, but not limited to, firearms, firearm ammunition, air pistols, air rifles, fireworks, incendiary devices, lock blade or fixed blade knives with a blade length of four inches or greater, blackjacks, metal knuckles, or any other such offensive weapons of any description on the BHCLR campus is prohibited.

Inclement Weather and Other Campus Emergencies

The following statuses may be utilized during inclement weather and other emergencies. All statuses are communicated via email, text and the institutional website. All efforts will be made to announce an Inclement Weather Watch by 10:00 PM the evening before forecasted inclement weather and announce all other statuses by 6:00 AM.

Inclement Weather Watch:

Inclement Weather Watches are declared the evening before forecasted inclement weather. No scheduled classes, skills laboratory or clinical learning experiences will begin before 8:00 AM the following day. This status allows time for BHCLR to make an informed decision regarding traveling conditions. All efforts will be made to announce the status of the campus by 6:00 AM the following day.

Delayed Opening:

Classes, skills laboratory and clinical learning experiences are delayed until 10:00 AM or later. Face-to-face experiences are expected but are delayed. Students must check their portal for additional details.

Alternate Method of Instruction (AMI) Day / Campus Open:

Face-to-face instruction will transition to virtual/online instruction. Students must check their portal for additional details. The BHCLR campus is open for on-ground business.

Alternate Method of Instruction (AMI) Day / Campus Closed:

Face-to-face instruction will transition to virtual/online instruction. Students must check their portal for additional details. The BHCLR campus is not open for on-ground business.

All Instruction is Canceled / Campus Closed:

In the event that all instruction is canceled, students will not be counted absent and make-up activities will be scheduled at the discretion of faculty. No makeup fees are incurred by students. The BHCLR campus is not open for on-ground business.

BHCLR encourages employees and students to exercise judgment during emergency situations and take personal safety into consideration.

Learning Resource Center

The Learning Resource Center is available for student use. Students have access to computers, the internet, and a wide variety of computer software programs. The Learning Resource Center is located in Room 1300 on the BHCLR campus.

Lockers

Students on the BHCLR campus may request a locker through the Business Office. A lock is the student's responsibility. BHCLR is not responsible for items in lockers and will cut locks and dispose of locker contents if items are left in a locker after an individual is no longer enrolled in a BHCLR program of study, or items are placed in an unassigned locker. If a zip tie is still on a locker 60 days after a locker assignment has been given, the locker will be considered vacant and the assignment will expire.

The school reserves the right to examine locker contents at any time for the following reasons and in the described manner:

1. Routine housekeeping and cleanliness: Suspicion of spoiling food and beverages. No books or personal belongings will be removed. Obvious contraband will be called to the attention of appropriate officials.
2. Search: Where there is "probable cause" to believe the violation of federal, state or local laws or school policies has occurred or is occurring.
3. A search is conducted by BH security officers or officials with knowledge of the administration.
4. Police officers, with court approved search warrants, may search lockers in the presence of a member of administration.
5. A student/graduate must empty the locker and remove the lock upon discontinuance of study. Items remaining in the locker will be removed, and discarded after two (2) weeks.

Loitering

Any individual observed on BHCLR campus, not wearing an ID badge nor doing legitimate business shall be asked to leave the premises. Refusal to leave shall result in a Baptist Health security officer being contacted immediately for assistance in removing the individual.

Lost and Found

Items found on the BHCLR campus should be taken to the front reception desk. Items that are unclaimed for more than 30 days become the property of BHCLR.

Parking and Driving

General policies related to parking and driving on the BHCLR campus and affiliated clinical properties follow.

1. Parking space is provided for all BHCLR students. Strict adherence to parking regulations is expected with parking decals clearly showing as required. Rules for parking at BH facilities and contracting clinical facilities are provided by faculty prior to the beginning of a clinical laboratory assignment.
2. Parking tickets will be issued for the following infractions and will carry a fine. Fines must be paid within thirty (30) days of issuance date.

Parking decals not visible or not displayed
 Use of false decal
 Refusing, reusing or discarding ticket
 Parking in spaces designated for other purposes
 Parking in undefined spaces
 Occupying more than one space
 Blocking service loading area

3. Students choosing not to comply with parking guidelines will have their parking privileges revoked and/or motor vehicle towed. The student will be charged for all associated expenses.
4. A student parking decal must be affixed and displayed on the motor vehicle as directed by Campus Security. Scotch taped decals or other adhesive not on the decal are not acceptable.
5. Campus wide maximum driving speed is ten (10) mph; students observed speeding shall be ticketed, fined and subject to corrective action.
6. Special parking privileges are provided on the following basis:

Handicapped Only - motor vehicles must have a disability license plate or card, which is issued to the driver, clearly visible on the motor vehicle.

Visitor Only - employees and students are not allowed to park in the visitors spaces.

Employee-of-the-Month – designated for specific employees.

All employees and students are required to comply with state and city ordinances and regulations related to Baptist Health parking and driving policies.

Separate Classroom at Barrow Road Center

The BHCLR-School of Occupational Therapy Assistant maintains a separate classroom located in a house at the Baptist Health Barrow Road Center, 900 John Barrow Road, Little Rock, AR, approximately four miles from the BHCLR main campus. The separate classroom contains a traditional classroom and skills lab space as well as all the amenities of a regular home, providing a realistic environment for students as they practice skills pertinent to the profession of occupational therapy. The Barrow Road Center is in close proximity to the BHCLR main campus, allowing students to access amenities such as Student Services and faculty offices located on the main campus.

Student Center

The Student Center, located on the BHCLR campus, is available for students to eat, relax, study, and interact with fellow students. The center provides the Snax Café, vending machines, refrigerators, pool and ping pong table, copy machines, computers, microwave ovens and a study area.

Tobacco Free Environment

In accordance with Arkansas law, Act 134, the entire Baptist Health organization, buildings, parking lots, cars on parking lots, and Baptist Health Support Center (BHSC), Little Rock campus is a tobacco free environment. Students are expected to abide by policies related to a tobacco free environment.

In addition, Baptist Health has a nicotine free policy which impacts employment eligibility in the organization.

Disciplinary measures and/or fines are determined when a student chooses not to comply with the Baptist Health No Smoking Policy and Arkansas Law.

Students are expected to display appropriate on-stage behavior and may be subject to corrective action for smoking on private property adjacent to a BHCLR facility.

SERVICES FOR ENROLLED AND PROSPECTIVE STUDENTS

Administrative Services

The college provides numerous administrative services for students, former students, graduates and alumni members. Administrative staff strives to provide those services and requests as quickly as possible. It is not possible to provide services on demand. The staff processes requests submitted by use of the administrative services request form, obtained in the Student Services Office. Some requests require a fee payment, which must be paid prior to service being fulfilled. Staff is available to provide additional information and assistance as needed.

Breaks and Meal Times

Breaks and meal times are scheduled during learning activities. A classroom break is typically ten minutes after each fifty minutes of classroom instruction and a mealtime break is typically forty-five minutes. Classroom breaks and meal times are reflected on the respective course calendar. Clinical breaks are assigned by the clinical instructor, Coordinator, Program Director, or preceptor and are based on established policies of the clinical agency or patient care assignments.

Campus Communication

Telephones are provided in the BHCLR building for student use. There is no charge. Emergency messages are relayed directly to the student if possible. Additionally, bulletin boards are maintained for communication. Official communications to applicants and students are through the U.S. Mail system and/or email.

Information related to BHCLR class or campus activities is posted on designated bulletin boards. No signs or posters are permitted on painted, glass or wooden surfaces. The Coordinator of Campus and Financial Services or designee must approve anything other than official school postings on the BHCLR campus, including the main lobby. School administration reserves the right to remove any communication or posting.

New and revised policies are distributed via electronic mail notification. This distribution serves as official notification until new policies are published in the next printing of the official school document(s) and/or publications.

Counseling Services

Academic, personal, and spiritual counseling are available to all enrolled students at BHCLR. Appointments are available by contacting the BHCLR Academic & Spiritual Counselor at 501-202-7721. Hospital chaplains, faculty, and administration serve as additional resources for students. Academic advising is provided by school faculty and Program Directors/Coordinators. The counseling relationship and information resulting from conversations are confidential. When the mental or physical health of a student or a patient is at risk or the reputation of BHCLR or BH is at stake, appropriate authorities and professionals shall be contacted.

The counseling philosophy, purpose, expected outcomes, student satisfaction, and resources follow.

Philosophy - Counseling is founded on the philosophy of human relationships. This philosophy includes the belief that every individual has the potential capacity for growth and development; that observed human behavior may stem from human needs, experiences or conflicts; that human conduct can be motivated and directed through understanding, acceptance, and respect; that each person has a right to be heard without preconceived value judgments; and that each person has the right to self-determination.

Purpose - Offer assistance for students' optimum personal and professional development in order to be useful, well-adjusted citizens of society and members of a chosen profession.

The counseling programs at BHCLR have several expected outcomes.

Students develop personally by increased individual awareness of attributes, personal values, aspirations, and areas of needed improvement; clarify personal values, establish goals, and formulate future plans; explore problem situations and consider alternatives and, when possible, achieve a satisfactory coping level.

Students accept responsibility for conduct and outcomes of personal and professional life.

Students are provided the opportunity to provide data related to their level of satisfaction with the counseling program.

Resources are available to students for assistance in achieving optimum personal growth and professional development. These resources include BHCLR's Academic and Spiritual Counselor, faculty members, Baptist Health Pastoral Care Department, and community agencies and groups.

Disability Services

BHCLR recognizes and complies with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973 which prohibits discrimination against individuals with disabilities. For the purposes of BHCLR compliance, a "qualified individual with a disability" is one who, with or without reasonable accommodations or modifications, meets the essential eligibility requirements for participation in the program. It is the responsibility of the applicant or student to provide the necessary official records and documentation to the BHCLR Academic and Spiritual Counselor three (3) weeks **prior to the semester** in which they are to be enrolled.

Essential function standards are published in the program sections of the BHCLR Catalog.

Online students should follow their supervising lab's ADA policy.

Reasonable accommodations for applicants and students with documented disabilities are made, pursuant to federal and state laws. Any applicant or student with a disability who needs accommodations must provide the necessary documentation and request the accommodations three weeks prior to the beginning of the semester, term, or course. The appropriate school official shall make the determination regarding reasonable accommodations.

BHCLR personnel are available to advise and counsel applicants and students who qualify under the ADA. To request accommodations, students should provide current documentation that includes:

- A clear and current diagnostic statement identifying the disability, date of the current diagnostic evaluation, and the date of the original diagnosis;
- A description of the diagnostic criteria and/or diagnostic test(s) used;
- A description of the current functional impact of the disability;
- Treatments, medications, and assistive devices/services currently prescribed or in use;
- A description of the expected progression and/or stability of the impact of the disability over time;
- Results of evaluations and requested/suggested accommodations;
- The credentials of the diagnosing professional; and
- Any additional information which would help support and identify the need for requested academic accommodations.

Family Educational Rights and Privacy Act (FERPA) Information

The Family Educational Rights and Privacy Act (FERPA) is a federal law designed to protect the privacy of the student's educational records. Student educational records are considered confidential and may not be released to anyone other than the student without the written consent of the student; this includes the student's parents and/or spouse. Some information, termed 'directory information' may be released without the student's written permission. Directory information at BHCLR may include a student's name, address, phone number, dates of attendance, degrees received, major program, e-mail address, etc. (see BHCLR Catalog for a full list of directory information). Students do have a right to request that directory information be withheld as confidential. The request will be honored for one full year. A new request should be submitted each year.

The form to release information to someone other than a student or withhold the disclosure of directory information is available in Student Services and on the institutional website.

Baptist Health College Little Rock (BHCLR) records related to applicants, students, non-graduates, and graduates are secured, maintained and managed as confidential documents. BHCLR complies with all regulations administered by the US Department of Education, Family Policy Compliance Office (FERPA office), the Veterans Administration, the Internal Revenue Service, United States Public Health Service, the State Department, and all institutional and programmatic accrediting bodies.

All information received becomes the property of BHCLR. Access, by the student or graduate, to any portion of the Student Record is requested in writing. Access to the Student Record may be extended to a party of the student's choosing according to FERPA guidelines. Access will be made possible during a scheduled appointment with the Registrar.

A school has the right to refuse a student access to the following contents:

1. Financial Statement of parents; exception allowed if written permission is granted by the parents or guardian.
2. Letters and statements of recommendation for which the student waived right of access.

A school discloses a Student Record to the following:

1. To school officials who have a legitimate educational interest in the record. A school official is a person employed in an administrative, supervisory, instructional, or support staff position, a person employed by or under contract to perform a special task, such as the attorney or auditor. A legitimate educational interest exists if the official is: performing a task that is specified in his or her position description or by a contract agreement; performing a task related to a student's education; performing a task related to the discipline of the student.
2. To officials of another school, upon written request by the student.
3. To certain officials of the U.S. Department of Education, state and local educational authorities, in connection with approval or accreditation and certain state or federally supported educational programs.
4. In connection with the student's request for receipt of financial aid, as necessary to determine eligibility, amount or conditions of the financial aid, or to enforce the terms and conditions of the aid.
5. To comply with a judicial order or a lawfully issued subpoena.
6. To necessary parties if the information is needed to protect the health and safety of the student or other individuals, or in accordance with the Patriot Act.
7. To others who have a verified "Need to Know."

FERPA / Student Records: Correction

A student has the right to request that records be corrected that he/she believes are inaccurate, misleading, or in violation of privacy rights. The following process is provided.

A student may ask the school to amend a file, and in so doing, identify, in writing, the record requested to be changed and specify the inaccuracies or misleading information.

The school may grant the request or may decide not to do so. If it decides not to, the school will notify the student and advise him/her of the decision and advise him/her of the right to challenge the information believed to be inaccurate, misleading, or in violation of the student's rights.

Upon request, the school shall arrange for a hearing and notify the student, reasonably in advance, of the date, place, and time of the hearing.

The hearing shall be conducted by a hearing officer who is a disinterested party; however, the hearing officer may be an official of BHCLR. The student shall be afforded a full and fair opportunity to present evidence relevant to the issues raised in the original written request to amend the student's record or file.

The school shall prepare a written decision based on the evidence presented and the decision rationale.

If the school decides not to grant the request, it will notify the student that he/she has a right to place in the file a statement commenting on the challenged information and/or a statement setting forth reasons disagreeing with the decision.

The student's statement shall be maintained as part of the file along with the contested portion of the file.

If the school decides to grant the request, it will amend the file and notify the student, in writing, that the file has been amended.

FERPA / Student Records: Grade Reporting on Transcripts

1. The entire student's academic history is reflected on the transcript.
2. The academic history includes final grades and credits based on theory, clinical laboratory, and skills laboratory, as deemed by each program's requirements; general education courses that are required for a particular program; and credit by exam or validation courses if applicable.
3. General education courses may be accepted as transfer credits as required by a particular program. No courses of fewer semester credit hours than those required for a particular program will be accepted. Courses taken on a quarter system will be evaluated on a case by case basis. All transfer courses must have an assigned grade of "C" or higher.
4. Any student with an incomplete course requirement at the end of the course will be given an "I". The "I" will be changed to an "F" after a period of 6 months unless otherwise specified.
5. If a course is repeated, the initial attempt is forgiven. The initial attempt is recorded on the transcript and the grade is surrounded by parentheses. The grade for the initial attempt in a repeated course is not calculated in the GPA, CGPA or in the credit hours. The latest attempt at a course will be calculated in the GPA, CGPA and the credit hours.
6. Possible Transcript Grades and Grade Value Point

Grade	Value Point	Grading Scale	Interpretation
A	4	94-100	Excellent

B	3	86-93	Good
C	2	77-85	Average
D	1	70-76	Below Average
F	0	0-69	Failing
W	0	NA	Student Voluntary Withdrawal
WX	0	NA	Administrative Withdrawal
I	0	NA	Incomplete
CR	0	NA	Credit
NC	0	NA	No Credit

7. Students who voluntarily withdraw from a course will receive a W for that course. Student voluntary withdrawals are student initiated. Students who are withdrawn from a course for academic or administrative reasons will receive a WX for the course. The appropriate school official initiates administrative withdrawals. See deadline dates on the Academic Calendar located in the Catalog and on the BHCLR website.

8. Calculating Grade Point Average (GPA) and Cumulative Grade Point Average (CGPA)

Semester Grade Point Average Calculation

The semester GPA statistic reflects all BHCLR course grades and general education course grades during a particular time frame that are required in a particular program. The semester GPA is calculated at the end of each semester.

Cumulative Grade Point Average Calculation

The cumulative GPA statistic reflects all BHCLR course grades that the student has completed in the program of study. The cumulative GPA may also include required general education course grades depending on the program of study.

Grade Point Average Computation

Each letter grade assigned to a student is assigned a point value. Grade points for each course can be determined by multiplying the number of points the grade is worth by the number of credit hours the course carries. An assigned grade of an “A” (worth four points) for a three-credit hour course is worth 12 value points. An assigned grade of a “B” (worth three points) for a three-credit hour course is worth 9 value points.

GPA's are determined by adding the total value points for all courses and dividing by the total number of credit hours attempted in the same period of time. All GPA's are rounded to the hundredths place.

9. Abbreviation of course title reflects the professional major or discipline to be studied.

BHCLR Course Codes

MLS	Medical Laboratory Science
NM	Nuclear Medicine
NSG	Registered Nursing
BOTA	Occupational Therapy Assistant
PNSG	Practical Nursing
RADG	Radiography
SLPT	Sleep Technology
ST	Surgical Technology
SP or SPRN	Spiritual Perspectives

University of Arkansas - Pulaski Technical College Course Codes:

ENGL	English
BIOL	Biology
SOCI	Sociology
PSYC	Psychology
HLSC	Health Sciences/Nutrition
CHEM	Chemistry
CIS	Computer Concepts
MATH	Mathematics

Geneva College - Portage division Course Codes:

ENGL	English
BIOD	Biology
SOCI	Sociology
PSYC	Psychology
CHEM	Chemistry
MATH	Mathematics

10. The course title, description, and number sequence reflect the nature of the specific content, frequency of class offerings, professional major, classification of the student, and the credit hour value of the course. The numbering system for courses in a program of study offered provides the following information: the first number is the curriculum level of study; the second is the course code; and the third and fourth numbers are the number of credit hours.
11. An established minimum is utilized when calculating credit hours for all courses offered at BHCLR:
Theory: one (1) credit hour = 15 clock hours
Skills Laboratory (SL): one (1) credit hour = 30 clock hours
Clinical Laboratory: one (1) credit hour = 45 - 60 clock hours (program specific)

FERPA / Student Records: Transcripts

1. Official transcripts must be requested through the National Student Clearinghouse.
2. Unofficial transcripts are free of charge and may be requested through the Business Office.
3. Additional information is available at <https://www.bhclr.edu/student-services/registrar/requesting-transcript/>.
4. Official transcripts issued, upon graduation, to respective boards or agencies for licensure, certification or registry purposes will be free of charge to graduating students.
5. BHCLR academic transcripts are maintained indefinitely.
6. BHCLR reserves the right to deny transcripts or copies of documents if the student has an unpaid financial obligation to Baptist Health or BHCLR.

Fitness Center

Students as well as employees are eligible to join the BH Fitness Center. A membership fee is charged. Call the fitness Coordinator at 501-202-7628 for more information.

Food

Students may purchase meals at the hospital cafeterias, BHCLR Snax Café, and nearby restaurants. Salads, sandwiches, juices, sodas, and other snacks are available in the Snax Café and student center. If students order meals to be delivered to the school, they are solely responsible for the delivery and pick-up

arrangements with the vendor.

Grievance Procedure

BHCLR recognizes that both the students and school officials have rights and sets forth the following academic and administrative grievance procedures. All efforts will be made to make the grievance process efficient and timely for all parties involved. The Program Director/Coordinator will decide if the student will have permission to attend learning experiences during the grievance procedure. All grievance proceedings are closed; only the student and BHCLR representatives will be present.

A grievance must be initiated by the student directly affected. It is required that a student progress through each level of the grievance process in a timely manner. Once a decision is made at one level of the grievance procedure, the student will have three (3) business days to progress to the next level, if the student so chooses. The college will also be responsible for timely decisions during a grievance procedure*. A hearing and decision for level one through level three grievances must be completed within five (5) business days. A hearing and decision for a level four grievance must be made within ten (10) business days. Exceptions to these time frames must be noted in the grievance file.

At each grievance level, the college official(s) will have two outcome options:

1. No relief given; decision at lower level is confirmed or
2. Relief is given and detailed by the college official(s).
At each grievance level, the student will have two response options:
 1. Accept the decision and end the grievance procedure, or
 2. Do not accept the decision and continue the grievance procedure.

The grievance procedure is set forth to provide for issues that cannot be resolved by the faculty member, course/semester leader when applicable, and the student.

Level One: If a resolution cannot be reached between the faculty member, course/semester leader when applicable and student, the student may contact the Program Director or Coordinator. The Program Director/Coordinator will communicate with the student and faculty member and may call a meeting of all parties involved in order to reach a resolution.

Level Two: If the student wishes to appeal the decision of the Program Director/Coordinator, the student may continue the grievance procedure by completing a formal grievance form, available through Student Services. The student must submit the completed form to the Dean of Nursing or Coordinator of Allied Health. The Dean or Coordinator will communicate with the student, faculty member, and Program Director/Coordinator in order to make a decision.

Level Three: If the student wishes to appeal the decision of the Dean or Coordinator, the student will request in writing to continue the grievance procedure to the Chancellor at BHCLR. The Chancellor will review the situation and reach a decision.

Level Four: If the student wishes to appeal the decision of the Chancellor, the student will request in writing to continue the grievance procedure. The Chancellor will assign a non-voting grievance panel facilitator who will convene a grievance panel. The grievance panel will be composed of three faculty members, a student representative, and one representative of the administrative / student services staff. Faculty member(s) selected to serve on the grievance panel will not be assigned to the student's program / track. The student selected to serve on the grievance panel will not be enrolled in the grieving student's

current program and semester of progression. The panel will gather appropriate information and may conduct interviews. The panel will reach a majority decision, which is final.

The grievance procedure is complete and all steps are exhausted at the conclusion of the level four grievance panel hearing.

*If a BHCLR employee involved in the grievance procedure is out of the office for an extended time period, a designee will be assigned by the Chancellor.

**For the School of Radiography, all panel members will be external to the Radiography program.

Holidays/ Breaks/ Vacation

BHCLR observes the following seven (7) holidays: New Year's Day, Memorial Day, Fourth of July, Labor Day, Thanksgiving Day and the day after, and Christmas Day. See academic calendar for additional information.

Job Placement Assistance

BHCLR takes pride in the strong job placement rates for each program of study. Available jobs are posted on respective program bulletin boards or emailed to enrolled students by the respective Program Director, Coordinator or Dean. Employment opportunities through Baptist Health are shared through the Baptist Health Website as well as the Baptist Health Recruitment office. BHCLR does not guarantee employment for any graduate.

Registration

New Students: Once an applicant has been accepted to a program of study, registration for an incoming student occurs when the student submits a registration form and pays the \$200 registration fee. Students will be enrolled in the appropriate courses by the Registrar.

Returning Students: Students continuing study at BHCLR will be registered automatically by the Registrar for the upcoming semester.

Reentry Students: Students selected for reentry into a BHCLR program will also submit a registration form and a \$200 registration fee. Reentry students will be enrolled in the appropriate courses by the Registrar.

Release of Information

BHCLR will release documents as needed by clinical affiliates, enrichment sites and employers for job placement. BHCLR may request verifications from a third party regarding job placement. These releases and requests may occur before, during and after enrollment and may include personally identifiable information, employment information, background and health information.

Spiritual Growth at BHCLR

BHCLR offers a variety of opportunities by which a student may enrich and maintain spiritual health. Chapels are located in all BH hospitals and on the school campus. An Academic & Spiritual Counselor is located on the school campus and is available to students.

BHCLR recognizes that healthcare is much broader and deeper than treating only the body. BHCLR seeks to teach a total healthcare approach through the course content: "Spiritual Perspectives in Healthcare." This one-credit hour course is a requirement for each student during enrollment in a BHCLR school. The content is Christian-based and seeks to create awareness and understanding about: (1) one's own belief system, (2) the spiritual needs of patients, (3) world religions as related to the healthcare setting, and (4) methodologies of spiritual care for patients. BHCLR believes spiritual care is not just another option; rather, spiritual care is a priority in the education of healthcare professionals.

Student Discounts

A student receives the same discount as an employee on purchases made in the BH Medical Towers Drug Store and at some BH cafeterias. Discounts do not apply toward the purchase of books, course required equipment and materials, sale items, food items, magazines or purchases of less than one (1) dollar. Wearing of individual student ID Badge, according to dress code guidelines, is required to receive discounts. Cafeteria discounts are at the discretion of each BH respective hospital and other clinical facilities.

Student Government

Students may have the opportunity to participate in their class student government. The school supports this activity for student leadership development. There is no charge for membership or participation.

Student Health Practices at BHCLR

All students are strongly recommended to have personal health insurance while enrolled as a student at BHCLR. Many affordable options exist for students. For information on some of the options, please visit the following websites or contact Student Services.

The Eaton Agency 501-313-4054
www.arkbluecross.com

E.J. Smith & Associates 847-564-3660
www.ejsmith.com

If a student needs medical treatment during an educational experience, the student is responsible for any expenses related to the treatment. BHMC-LR Occupational Health will provide the initial treatment for a student with a needle stick. Any additional medical treatment needed by a student will be at the student's expense. BHCLR may require a medical clearance from a student after an injury or illness in order to attend learning experiences.

All students are strongly recommended to have personal liability insurance while enrolled as a student at BHCLR. Many affordable options exist for students. For information on some of the options, please visit the following websites:

www.hpsso.com
www.nso.com
www.americanprofessional.com

Students are to report any accident or incident, and all blood and mucosa exposures, no matter how minor. The incident must be reported to the faculty member, Program Director, Coordinator, or clinical preceptor immediately. Students will be required to complete a *Student Incident or Injury Report*.

The influenza immunization is required annually for all enrolled students, or a medical exemption must be submitted and approved by BHMC-LR Employee Health.

Student Professional Development and Community Service

BHCLR promotes the development of students in order to assume the role of a values-driven, healthcare professional. The student is guided in building characteristics associated with professional practice and being a contributing member of the community. Some important aspects of that development include: the values of honesty, service, stewardship, performance and respect; the social attributes of attitude and teamwork; and the personal characteristics of ethical conduct and moral character.

Several professional organizations are available to facilitate student professional development and preparation for professional practice. Each student is encouraged to select an organization and become an active member. In addition, some BHCLR programs require the student to be a participant member in the respective professional organization.

Baptist Health supports blood drives which are sponsored by the Arkansas Blood Institute. Students are given the opportunity to participate. Blood donation is considered to be a community service.

As part of personal and professional student development, some programs require students to participate in community health organization projects by using their talents and strengths in an effective and efficient manner.

Student Recruitment

BHCLR has a full time Enrollment Coordinator whose primary function is to recruit qualified applicants for each BHCLR program of study throughout the year. The Enrollment Coordinator is available to attend various academic and civic events throughout Arkansas. The Enrollment Coordinator hosts special events at specified times during the year, in addition to visiting campuses and businesses. Prospective students and professionals are encouraged to visit the campus to meet faculty and staff, learn specific information about their program of interest, and tour the campus. Individual appointments are available by contacting the Enrollment Coordinator at (501) 202-7951 or study@bhclr.edu

STUDENT CONDUCT AND BEHAVIOR EXPECTATIONS

Accident or Injury Reporting

Students are to report any accident or incident and all blood and mucosa exposures, no matter how minor. The incident must be reported to the faculty member, Program Director or clinical preceptor immediately. Students will be required to complete a *Student Incident or Injury Report*.

Approach to Student Situations of Major Importance

The college investigates and takes action in the following non-inclusive student situations:

1. health status, conduct, attitude and academic performance,
2. non-compliance with college and program policies,
3. arrest,
4. legal indictment,
5. investigation related to criminal activity and active warrants,
6. conviction, or plea of "Nolo Contendere",
7. imprisonment,
8. expressed threats to do harm to another,
9. falsification of application either to a program or to BHCLR,
10. any other non-exemplification behavior reflected in either the BH Code of Ethical Conduct, policies, lawful regulation, or statute or report of harassment or abuse.

Attendance

Regular and prompt attendance at all scheduled learning experiences is expected in order to meet the objectives/outcomes of each required course in the curriculum. Students are required to provide their own transportation for all learning experiences.

An absence of five (5) consecutive school days without notification to course faculty may result in Administrative Withdrawal of the student by the college.

A student absent from classroom or scheduled clinical learning experiences three (3) or more school days because of a health problem that requires medical intervention must provide course faculty a written clearance from the physician prior to resuming study.

If absence is related to a medical treatment (order) by a licensed practitioner, the student is required to notify the respective course instructor regarding the planned date of return to study. In addition, an absence created by a physician's order requires a written clearance from that physician before the student resumes scheduled learning experiences.

The student must submit a written statement to the course instructor prior to returning to scheduled class, clinical or learning activity. If so determined, the statement must also reflect any limitations or restrictions. Students with stated limitations or restrictions may not return to class/clinical until these limitations or restrictions are lifted or if reasonable accommodation can be made as determined by the program and college administration.

A student may be charged a make-up fee if significant faculty time is needed for the student to meet course objectives/outcomes as a result of absences. Attendance policies for each program of study are addressed in detail in the programmatic student handbooks. The course syllabi also identify specific course attendance requirements.

Program specific attendance information is located in the school specific section of the Catalog and policies are published and in the respective programmatic student handbook.

Chemical Substance Use and/or Abuse

Baptist Health College Little Rock (BHCLR) is designated as “Drug Free”. It is the policy of BHCLR to promote a safe, healthy and productive environment free from the influences of drugs and alcohol. BHCLR students have the right to be educated in an environment that is free of drugs and alcohol.

BHCLR is committed to strictly enforce its drug and alcohol policy and to comply with the requirements of the Drug-Free Workplace Act of 1988. It is the expectation of BHCLR that all students obey applicable local, state and federal laws and adhere to the behavioral standards regarding the use and abuse of alcohol and other drugs.

It is imperative that a student be law abiding, alert and in full possession of reasoning capabilities. Consuming, being under the influence, testing positive from a drug screen, selling or possessing alcohol or other reasoning and cognitive alteration substances at any school function, during a learning activity, travel to or from campus for a learning activity, and/or being under the influence while on campus property is absolutely forbidden and is cause for administrative dismissal or denial of entry.

Faculty or administration takes action to protect others when a student’s behavior indicates probable cause to suspect chemical substance abuse or use. All students are included in the Student Drug Screen Program. The Student Drug Screen Program includes Entry Drug Screens for all selected applicants and new students prior to entry. The Student Drug Screen Program also includes Random Drug Screens and For Cause Drug Screens which are conducted throughout enrollment. Any student that is selected for a For Cause Drug Screen will be advised not to drive and must obtain alternative transportation. Cause is determined at the sole discretion of BHCLR. All applicants/students must complete a drug screen prior to entry.

From a safety perspective, users of drugs, both legal and illegal, may impair the well-being of students, faculty, staff and patients resulting in harm to individual patients, the public or property. A student suspected of or reported to be active in chemical substance abuse will be asked to submit for screening test(s).

Violation of BHCLR policy will result in a student’s dismissal or denial of entry. In addition, regulating agencies/boards and law enforcement officials may be notified and informed for possible prosecution by federal, state, or local law enforcement agencies.

A positive drug screen, violation of this policy, refusal to voluntarily supply a specimen for screening, or submitting a specimen for screening that has been determined to be altered, will result in administrative dismissal or denial of entry.

Students who are taking a current medically prescribed drug that can alter behavior, physical ability or mental function in such a way to impair their ability to safely perform their assigned tasks, must report the use of this drug to their Coordinator/Program Director who will determine whether any action should be taken. Students must keep all prescribed medication in the original container, which identifies the drug, dosage, date of prescription and prescribing physician.

Students must notify their Coordinator/Program Director in writing within five days of any conviction of a criminal drug status. This requirement is set forth to comply with the federal Safe and Drug-Free Schools and Communities Act.

Confidentiality of Patient Information

Each BHCLR student receives HIPAA training and signs the Compliance Statement Form during new student orientation.

The school copy of the signed document is either stored within the learning management system (LMS) or filed in the student academic file.

Confidentiality of student and patient records is managed to assure the right of individual privacy. The student will maintain HIPAA at all times. A student should only access a patient's record when actively involved in the care of the patient.

Consent for Invasive Procedure

During the process of skills acquisition, specific to a BHCLR school, students may practice selected invasive clinical skills on a classmate:

- Two skills, injection and venipuncture, which involve piercing the skin, are defined as invasive procedures. A student who participates without objection, in a clinical skill acquisition learning experience that involves an invasive procedure performed by another student or a faculty member, implies consent of the procedure.
- A student who does not participate may be, at faculty discretion, given another method of skill demonstration; however, different processes and evaluations (grading) may apply.

Cooperation with Security and Law Enforcement

The college cooperates with the respective security departments of BH. It also cooperates with law enforcement officials by assisting them in a request for information; to serve a warrant; to serve a subpoena; to respond to subpoenas for applicant, student and graduate records; to make an arrest; to conduct authorized searches; or to conduct other business of the court, police, sheriff departments, and state and national regulating agencies.

Corrective action may result from law enforcement investigations and outcomes, Baptist Health security department investigation and outcomes, and internal investigations and outcomes.

The student is contacted by a college administrator in the event a law enforcement officer, court official or BH Security officer arrives to conduct investigative, legal or other official business. In the interest of public protection, BHCLR cooperates fully with all law enforcement and regulating agencies.

Copyright

BHCLR is a private, nonprofit educational institution supporting the activities of faculty and students in their participation in programs of study at the college.

BHCLR promotes an environment of compliance with copyright laws of the United States through distribution of this guideline to faculty and students. Additional information regarding use of copyrighted materials is located at <https://bhclr.edu/student-services/resources/copyright/>.

Exception:

A copyright restriction from publishers of materials in any form, including web accessible materials, supersedes U.S. copyright law. If in doubt about the use of materials, seek permission.

Instance and Inspiration

Portions of copyrighted materials may be used under the Fair Use provisions for a limited time if the faculty member or student found the material within a time frame that does not allow sufficient time to ask for and receive permission from the copyright holder.

Fair Use is the legal doctrine that allows portions of copyrighted materials to be used without permission of the copyright owner provided the use is fair and reasonable, does not substantially impair the value of the materials, does not curtail the profits expected by the owner, and does not include the whole of the work rather than a portion. Copyrighted works must be marked appropriately.

Students Use of Copyrighted Materials

Students may use copyrighted materials in their class presentations and assignments. Students may retain a copy of their own work, including copyrighted material, for inclusion in a personal portfolio to be displayed at a conference or for demonstrating their skills to prospective employers. Copyrighted works must be marked appropriately.

Penalties for Copyright Infringement

- Civil penalties of up to \$30,000 per infringed work and up to \$150,000 per work for willful infringements are enforced.
- Criminal penalties of up to 10 years in prison and a \$250,000 fine for willful infringements are enforced.
- Faculty and students may be subject to dismissal from BHCLR for willful infringements.

Corrective Action Procedures

Corrective action procedures may include denial of entry, conduct or academic probation, verbal counseling/warnings, written counseling, written warnings, suspension, administrative withdrawal, and/or administrative dismissal. Corrective action is initiated when a student does not fulfill established requirements or reflect the BHCLR Christian values and policies. A faculty member or administrative official may initiate a corrective action based on the seriousness of the situation. The Program Director or Coordinator, or designee enforces suspension and dismissal corrective policies.

The action may follow a progressive path in some cases, but may be immediate and final in other cases. A typical progressive path usually begins with a verbal coaching or warning followed by a written conference or warning; then progresses through probation and suspension; and ultimately results in administrative dismissal.

The college has the right to take corrective action based on information and evidence that it, in its sole discretion, determines credible. At the same time, the college has the obligation to ensure that the rights of the public and the student are protected.

Corrective action is initiated when the college receives information that a student's conduct is illegal and/or not exemplary of college policies, Values, Student Honor Code or BH Code of Ethical Conduct.

A student is contacted regarding the time, date and place for corrective action conferences. Personal contact confirmed by the student is preferred. Witnessed messages left on a message recorder or voicemail are considered appropriate notification. During the conference, the student is informed of the reasons being considered by the college for corrective action. The student is given an opportunity to explain his/her version of the circumstances or events.

A student is expected to sign any written document representing corrective action. The signature signifies the student's awareness of the action and comprehension of the content. The student receives a copy of the corrective action document. The original copy is filed as content in the student's academic file. A BHCLR witness may be present during corrective action procedures. Appropriate BH and BHCLR personnel may be notified for their informational needs, record keeping purposes and/or possible reciprocal action. A student who receives corrective action as an employee of BH may also receive reciprocal corrective action as a student of BHCLR and vice versa.

Meetings concerning official college actions are closed. Only BHCLR personnel and the student may attend. If a student chooses not to keep an appointment for corrective action; the action shall proceed without his/her presence.

BHCLR has the right to take corrective action based on information and evidence that it, in its sole discretion, determines credible.

Denial of Entry

BHCLR may administer a denial of entry when an incoming student violates a BHCLR policy or procedure during the application process. An applicant who has been denied entry will not be eligible to apply to BHCLR for a designated amount of time, decided by administration at the time of denial of entry.

BHCLR may administer an administrative dismissal when a reentry student violates a BHCLR policy or procedure during the reentry application process.

Denial of entry and administrative dismissal are reflected on the official BHCLR transcript.

Verbal Corrective Action

Verbal Counseling or Warning: A verbal counseling or warning is typically the first level of corrective action.

Written Corrective Action

Written Counseling or Warning: BHCLR administers a written counseling or warning reflecting content related to the unsatisfactory conduct or failure to fulfill established requirements. A written counseling or warning must be considered as an indication that without immediate and lasting behavior modification, the student may receive additional corrective action and/or may not continue in the program.

Probation

BHCLR may administer probationary status, which is an indication that the student's continued enrollment is at immediate risk. Probationary status may result either from non-achievement of academic requirements or unacceptable conduct. It indicates the student has not benefited from efforts of the college to maximize learning or facilitate professional development. Conditional terms are set forth in the probationary document.

Academic Probation: Academic probation indicates that a student is failing to meet identified academic requirements. Rationale for probation is shared with the student by the respective personnel.

Fulfillment of written terms, as a plan for improvement, is given a specific length of time. At the specified time, a review is made of progress and the status may be lifted, continued, or further corrective action may be taken depending on the situation.

Conduct Probation: Conduct probation is a for cause corrective action to modify behavior. The same process is followed as for academic probation.

Suspension

A BHCLR Program Director or Coordinator administers suspension status, which is serious and results in the student having to take a break in study, often causing a delay in progression in the program or graduation. The suspension may be for academic, financial or conduct reasons. Suspension is designated for a specific period of time and may or may not have designated terms for fulfillment. It may be used as administrative suspension for an investigative purpose.

From the time of suspension, the student is not permitted on the BHCLR campus or to continue the program of study. The student is notified of the status by an official memo or letter from a BHCLR administrative official. The student is informed of the rationale for suspension and the associated terms to be fulfilled.

Financial Suspension: This action is taken when a student account is not in compliance with financial policies. The Business Office manages and has full discretion for action.

Conduct Suspension: Conduct suspension is used to address behaviors which are in violation of the BHCLR policies, Values, Student Honor Code or BH Code of Ethical Conduct.

Administrative Withdrawal

Administrative Withdrawal is when BHCLR withdraws a student from the program of study. This action is taken when a student fails to meet the minimum academic or conduct requirements for progression, promotion or graduation. In addition, an absence of five (5) consecutive days without notification may result in Administrative Withdrawal. Administrative Withdrawal status is reflected on the official BHCLR transcript.

Administrative Dismissal

Administrative dismissal from BHCLR is for cause and the individual is not permitted on campus. If a dismissed individual has cause to be on campus, the individual must make an appointment with a college administrator.

A dismissed student will not be eligible to apply to BHCLR for a designated amount of time decided by administration at the time of dismissal. BHCLR reserves the right to contact security or local law enforcement agencies as deemed appropriate. Administrative dismissal status is reflected on the official BHCLR transcript.

Current Student Information

A BHCLR student is required to keep the college informed of changes in name, address, telephone, email, vehicle license number and names of individuals for emergency contacts. Changes may be made by logging onto Campus Connect or submitting the Administrative Services Request Form. The student must show his/her social security card to the student services staff when requesting a name change. The college is not responsible for missed communications due to outdated information.

Dress Code

Each program at BHCLR has a required dress code for both campus learning and clinical experiences. When in the clinical areas, students must wear the approved program clinical uniform. When on campus for classroom/skills laboratory activities, students must wear approved college campus attire. The campus-wide dress code policy allows the following:

- While on campus attending lectures or skills labs, students will be allowed to wear any official and approved BHCLR top with scrub pants appropriate in color to their program of study.
- No head covering may be worn inside the building with the exception of those required by religious practice.

- Denim is not allowed in any academic or clinical setting.

The purpose of the dress code is to reflect a positive image of the student and the college to the public. This positive image demonstrates professional pride and respect for faculty, guest speakers, classmates, visitors, patients and staff.

1. Faculty are accountable for student dress code enforcement in compliance with the current policy including judgment for appropriateness and acceptability. Students are expected to behave in a manner while in uniform that reflects positively on the college, the profession and student body. Corrective action will be taken for non-compliance.
2. Identification badge: The student's individual identification badge must be worn. The badge serves as a means of access to the building, identification, protection and is to be worn on the left upper chest area with the picture facing out whenever the student is on campus, on assignments, or in the clinical laboratory. Decorative stickers, pins or any other attachments may not be worn on the badge or uniform.
3. Attire is neat, clean, in good condition, and appropriate for environment and activity.
4. Buttons, pins, badges, ribbons, or other items indicating support of a particular campaign, organization or cause are not worn; an exception must be first approved by the BHCLR Administration.
5. Shoes are worn at all times.
6. Undergarments, including bras for females, are worn at all times. Colored or decorative undergarments are not worn with light colored clothing.
7. Hair is neat, clean, of style and color appropriate for professional student appearance.
8. Students are not allowed to wear shorts, mini-skirts, bare midriff styles, T-shirts with unacceptable designs and/or slogans; spaghetti straps, caps, hats, sunglasses in the classroom, jeans, or pants with holes in the fabric.
9. A student may be temporarily suspended from campus, a learning experience or college activity, by faculty and/or administration, if not in compliance with the campus dress code. Repeated noncompliance shall result in further disciplinary action. If such suspension results in a student need for course work make-up, all make-up fees will be applicable and due in full. Repeated noncompliance will result in further disciplinary action by the college.
10. Tattoos must be covered in clinical areas.
11. In the clinical setting, visible skin ornaments and jewelry are not permitted with the exception of one earring in each ear.
12. Faculty are accountable for ensuring student compliance with clinical laboratory dress codes, as identified in the programmatic student handbook.
13. Graduate candidates will comply with the announced commencement dress code. This includes a college specific gown with appropriate tassel color of the profession. Specific guidelines regarding attire are made available prior to commencement.

Employment during Enrollment

Students may be employed during enrollment provided the work hours do not conflict with classroom or clinical laboratory requirements. The college recommends 20 hours or less per week. Students seeking employment within BH may contact Human Resources or visit the website at www.baptist-health.com.

Enrollment in Non-Required Courses

A student aspiring to enroll in non-required courses must request approval from the respective Program Director or Coordinator.

Gift Acceptance

Students are required to comply with the same BH gift acceptance policy as employees. Students enrolled in BHCLR must not accept gifts from patients or family members. In situations where patients and/or their families wish to express gratitude with gifts, money and so forth, the student is required to decline the offer, and report the incident to the clinical instructor.

Graduated Class: Business Matters

After a class graduates, the college or its alumni association may become involved in business matters on behalf of the class either by making financial decisions, coordinating reunions, processing mailings, or developing policies. Therefore, the following policies are applicable:

An enrolled or graduated class is responsible for all outstanding financial obligations legally incurred on behalf of a respective class or by the class officers. BH, BHMC-LR and BHCLR do not assume or accept any legal or any financial responsibility for enrolled or graduated classes' business matters.

The Chancellor or designee of BHCLR may act on behalf of a graduated class in some situations, in the event that matters of business emerge. Financial obligations and legal aspects incurred by a respective class shall be conducted only by the class and the elected officers serving at the time the class graduated.

Health Information: Communicable Diseases

A student suspected of having a communicable disease may be required as a condition of continued enrollment, to undergo, when requested by college officials, any test used to diagnose, detect or monitor the disease(s), with the student responsible for any associated costs. Student refusal to care for patients with a communicable disease, such as HIV and TB, is not an option and shall not be accepted by faculty.

A student absent from a learning experience due to an emergency incident or illness provides written clearance from a physician prior to resumption of study.

Health Information: Immunizations and Tuberculin Testing

Students are to provide documentation of current Tuberculin skin tests and required immunizations. Immunizations and Tuberculin Testing documents are due by the 1st day of class. Immunizations and testing must remain current throughout enrollment. Failure to provide proof of current immunizations and testing may result in suspension from campus and college activities. Immunizations: Required immunizations are:

- Measles, mumps, rubella (MMR) - students born before January 1, 1957 are required to provide proof of one (1) MMR; students born after January 1, 1957 must provide proof of two (2) MMR's. In the event an individual chooses to provide a titer for MMR, a copy of the positive titer results showing immunity to all 3 (measles, mumps, & rubella) must be

- submitted.
- Varicella (Chickenpox)- documentation of 2 doses separated by 28 days or documentation of immunity to disease by results of a titer;
 - Tetanus- injection must be dated within the last 10 years;
 - Hepatitis B series- all students must have:
 - a) Started the first injection of the series or;
 - b) Completed the Hepatitis B series or;
 - c) Signed a waiver or;
 - d) Submitted positive titer results.
 - The influenza immunization is required annually for all enrolled students.
 - Tuberculin (TB) Testing- A tuberculin skin test must be submitted by the 1st day of class. Results of TB skin test may not be more than 30 (thirty) days old on the first day of class. A student or applicant with a positive Tuberculin Skin Test is referred to the Arkansas Department of Health or a private physician for follow through care.

Health Information: Student Health Insurance

Students accept responsibility for personal health coverage and all related expenses. All students are strongly recommended to have personal health insurance while enrolled as a student at BHCLR. Many affordable options exist for students. For information on some of the options, please visit the following website or contact Student Services. www.arkbluecross.com

If a student needs medical treatment during an educational experience, the student is responsible for any expenses related to the treatment. BHMC-LR Occupational Health will provide the initial treatment for a student with a needle stick. Any additional medical treatment needed by a student will be at the student's expense. Following an injury, BHCLR may require a medical clearance from a student prior to attending learning experiences.

Health Information: Student Liability Insurance

All students are strongly recommended to have personal liability insurance while enrolled as a student at BHCLR. Many affordable options exist for students. For information on some of the options, please visit the following websites.

www.hpsso.com

www.nso.com

www.americanprofessional.com

Health Insurance Portability and Accountability Act (HIPAA)

Students are educated on entry regarding compliance with the Health Insurance Portability and Accountability Act.

Identification Badge

Students receive a photo identification (ID) badge, free of charge, upon entry into the college. An ID badge is required to receive college services. Each BHCLR student is identified by a student identification (ID) badge, worn at all times, in the upper left shoulder area with photo, name and title visible. The ID badge provides a means of identification and access. Students who are not wearing an ID badge shall be directed to retrieve their own badge, obtain a new badge and pay the required fee, or obtain a temporary identification badge.

Students may obtain a temporary identification badge, valid for one day, for purposes of attending class. Students may request a BHCLR temporary identification badge from the front reception desk during business hours.

Information Provided to the Public

Information provided to the public by BHCLR related to a student, shall be only to verify enrollment or graduate status. No additional information shall be released without written permission provided by the student, non-graduate or graduate. The student, non-graduate or graduate wishing release of personal information upon inquiry shall provide a written, signed and dated statement to the appropriate college official that specifies information to be released. All applicable fees must accompany the request or the information shall not be released.

Jury Duty

Students are provided reasonable accommodation to serve jury duty. When summoned, the student contacts the Program Director, Coordinator, or designee. The student must provide either written evidence or a verbal notice to an appropriate Program Director, Coordinator, or designee within two (2) business days after the receipt of the summons.

Personal Electronic Communication: Email

BHCLR provides student email services for all enrolled students. BHCLR email is the official means of electronic communication with students. Important college related information will be sent to individual email accounts. Students are responsible for regularly reading email messages. Although BHCLR does not regularly monitor student email, the college reserves the right to review email for appropriate usage and behavior. BHCLR reserves the right to deny email service to any student at any time. Email correspondence is not a secure confidential means of communication and at no time may a student send confidential patient, student, or employee information via email. In the use of the email services, a student's behavior and actions must comply with the Baptist Health Code of Ethical Conduct. The student email services should not be used to send rude, obscene, harassing, or illegal material or any material that in any way conflicts with state or federal law. Students may not use the email service to threaten or harass any person. A user must cease sending email messages if the aggrieved user makes a request for such cessation.

Personal Electronic Communication: Cell Phones

Use of cell phones to make or receive telephone calls or to send and receive text messages is prohibited in the classroom, skills lab, or clinical areas unless approved by faculty for learning purposes. Use of cell phones is limited to break and meal times in off stage areas only. Conversations should not be so loud as to be distracting to others. Cell phones may never be used to transmit Protected Health Information, whether by text message, video or verbally. Use of cell phones to display obscene or sexual text messages or photographs, exam content or any other violations of academic integrity, or bullying is prohibited. Students engaging in any of the behaviors listed can receive corrective action up to and including dismissal.

All electronic devices must be set for no audible alert, including vibration, so as to not disturb others.

Personal Electronic Communication: Photographs

Taking photographs of patients and/or their family members is prohibited. Students engaging in such behavior are subject to dismissal.

Personal Electronic Communication: Personal Computers

Personal computers are not to be used in clinical areas.

Personal Electronic Communication: Social Networking

Students may not transfer or post Protected Health Information, sensitive business information, protected exam content or other academic integrity violations, or confidential information via any personal electronic device or on any social networking site such as Facebook, Twitter, Instagram, Yahoo

Personals, or any other similar website or blog. Students should be discreet in posting images or information of a negative nature to include any forms of academic integrity breaches, bullying, or harassment. Non-adherence can result in corrective action up to and including dismissal.

Personal Electronic Communication: Photo Option

Baptist Health College Little Rock (BHCLR) students and graduates extend individual consent and permission to the college for use of photographic opportunities. BHCLR students are often involved in college related activities during which photographs may be taken of them and/or their work. Such activities may include, but are not limited to, displaying samples of student work, college sponsored events, alumni events, or representing a particular program of study for marketing and recruitment purposes. BHCLR may receive requests from newspaper or magazine entities and others asking permission to photograph students.

The pictures might be in the form of videos, photographic (film or digital), or pictures in newspapers, magazines or college-sponsored internet sites. It is expected that employees and students that participate in voluntary college events are extending permission for use of photographs and that such photographs will be used for a dignified educational purpose.

As a student or graduate of BHCLR, it is understood that the individual consents, and permission is extended to the college for use of the photographic opportunity. By giving permission, the individual understands that permission for possible identification in the photographs is given.

A student or graduate has the option to opt out and decline permission for use of photo opportunities by notifying the BHCLR Enrollment Coordinator. Personnel at BHCLR will make a reasonable effort to respect a student's or a graduate's opt out preference.

Transportation

Transportation is the responsibility of the student. A student without transportation to a scheduled learning experience and who is absent because of the situation may receive corrective action.

Solicitation

BH has a "no solicitation" policy that extends to the college. The policy is applied both internally and externally. Therefore, the following policies are in force:

1. Administrative approval or invitation is required prior to any contact with employees or students;
2. External firms, vendors, businesses or agents are not allowed to solicit on the BHCLR campus, over telephone or by use of any other technology;
3. Passing out leaflets, pamphlets, or fliers on any campus property including the parking lot and/or the placing of such on bulletin boards is prohibited;
4. Students must obtain prior approval from Administration prior to any fundraising activity; and
5. Students do not solicit funds, gifts, coupons, or favors on behalf of the college unless all such activities and projects are approved by the class sponsor and designated administrative official.

Visiting During Clinical Experiences

A student in a scheduled clinical learning experience may only visit hospitalized relatives, friends, or other personnel during break, meal times or before and after assigned clinical time. A student may receive personal visitors only during break or meal times while on assigned clinical learning rotation.

STUDENT EXPENSES

Allied Health Affiliate Programs

Several BHCLR Allied Health programs partner with affiliating colleges and universities. Check the following chart to determine where your financial aid funding will be processed and disbursed. All inquiries regarding financial aid should be directed to the appropriate office.

** All degree seeking students should check with their respective affiliated college or university.*

Federal regulations dictate that a student who withdraws after receiving any federal financial aid may owe a repayment of funds. The amount of repayment is calculated based on the length of time a student was enrolled for the term. Students who owe a repayment will be contacted in writing by the BHCLR Financial Aid office.

For additional information contact: Financial Aid Office by phone 202-7486, by Fax 202-7875, or email financialaid@bhclr.edu.

DEGREE PROGRAM	PARTNER	WEBSITE	PHONE
Medical Laboratory Science*	ATU	www.atu.edu	479-968-0399
	Harding University	www.harding.edu	501-279-4257
		www.hsu.edu	870-230-5148
	Henderson State	www.obu.edu	870-245-5570
	Ouachita Baptist	www.uca.edu	501-450-3140
	UCA		
	Louisiana Tech University	www.latech.edu	318-257-2641
	Missouri Southern State University	www.mssu.edu	866-818-6778
		www.msstate.edu	662-325-2323
Southern Arkansas University	www.saumag.edu	870-235-4023	
Nuclear Medicine*	UCA	www.uca.edu	501-450-3140
	SAU	www.saumag.edu	870-235-4023
	ATU	www.atu.edu	479-968-0399
	HSU	www.hsu.edu	870-230-5148
Radiography*	UCA	www.uca.edu	501-450-3140
	HSU	www.hsu.edu	870-230-5148
Occupational Therapy Assistant*	UA-PTC	www.pulaskitech.edu	501-812-2289

Auditing a Course

Individuals may request to audit selected courses as approved by the respective Program Dean or Program Director. Full course tuition and fees are charged. Neither credit nor a final grade is given for audited courses.

Checks: Student Personal

BHCLR students may fulfill financial obligations by payment with a personal check.

Process:

The Business Office does not cash checks of any kind.

A \$20.00 fee is charged for each returned personal check.

If the college incurs expenses because a student's check was returned, those associated expenses are also added to the student's financial account.

Personal checks will not be accepted from anyone who has had two (2) returned checks for insufficient funds.

Nonpayment of a returned personal check results in the loss of check writing privileges, non-issuance of transcript(s), and suspension from class attendance and may lead to administrative suspension from college and, ultimately, referral for collection by an agency or legal action.

Cost Plans: Tuition, Fees and Expenses

Total cost of the respective program is published at <https://www.bhclr.edu/student-services/student-accounts/tuition-and-fees/>. The cost is subject to change without notice pending variations in expenses associated with overall operation of the college.

Students are expected to make full payment of tuition and fees for each semester. Student direct charges and fees include the following:

Tuition: Students enrolling in credit course(s) are charged tuition. Refer to each program of study's professional curriculum, located in the programmatic section of the Catalog, for course offerings. All students are charged the established tuition as published by the business office on the student direct cost plans located at <https://www.bhclr.edu/student-services/student-accounts/tuition-and-fees/> under Cost Sheets.

Fees and Expenses: Fees and expenses are used to cover associated expenses of parking, special event activities, testing, technology, student health, ATI Resources fee, initial criminal background, social security number check fees, and additional expenses not covered under tuition. Additional program specific fees are identified in the programmatic specific section of the Catalog. BHCLR charges an additional fee for late enrollment on Nelnet.

Laboratory fees for science courses are assessed when applicable.

The criminal background check and social security number verification fees cover expenses associated with the required background check and social security number verification.

Seniors applying for graduation are assessed a fee associated with the cost of the cap and gown, senior banquet, invitations, diploma and cover, program pin, and other expenses.

Parking expenses cover the maintenance of the parking lot and security.

Testing expense covers the initial administration of standardized tests. Additional fees are charged for expenses associated with retesting of standardized tests and with make-up examinations. Activity expenses are associated with campus activities and technology expenses are those that provide access to media equipment.

Each student is charged a Student Health Fee. This fee provides access to the Baptist Health Virtual Care Program.

Additional charges (fines) are added for parking violations.

Professional fees associated with professional organizations may be charged for specific programs. See the program's cost plan.

A fee of \$20.00 is added to the applicant's or student's financial balance for each personal check returned for insufficient bank funds or a missed 2nd attempt of a monthly Nelnet draft payment. If payment for the returned check is not received, additional steps may be taken up to and including involvement of a collection agency, other legal action, and financial suspension.

Delinquent Accounts

1. All BHCLR student/graduate services, including final grades, will be withheld from individuals who are not in good financial standing.
2. Any Admission application submitted by an individual that is not in good financial standing will not be eligible for consideration.
3. An individual not currently enrolled who has an outstanding balance will be referred to Professional Credit Management, Inc. for collection.
4. Once individual accounts are referred to a collection agency, all actions related to the financial account will be handled through the collection agency.
5. An individual with a delinquent account requesting BHCLR student/graduate services, including but not limited to transcript requests, must be participating in an approved payment plan as outlined by BHCLR.
6. Accounts which have been referred to a collection agency must be paid in full before the individual can receive student/graduate services, including but not limited to transcripts.
7. A student is allowed two (2) financial suspensions per respective academic year. If a condition occurs which would result in a third suspension, the student will be required to pay the balance in full within five business days or the student will be administratively withdrawn

Fines

Campus appearance, facility cleanliness, and operational learning equipment are important to BHCLR. It is each student's responsibility to share in maintaining this image by keeping the parking area and facility free of trash; clearing student activity center tables after use; using learning equipment appropriately; and driving within posted speed limits. Campus security monitors campus and deems fine appropriateness.

Student observed disregarding the above described responsibilities may be fined for the following non inclusive behaviors:

Trash, waste, or tobacco on campus property	\$10.00
Driving in noncompliance with speed limits.	\$40.00

Damage to or loss of equipment, exclusive of "normal use," requires restitution of full cost for repair, parts or replacement. The college assesses damage for restitution in situations where damage has occurred to facilities, equipment, furnishings, or campus. Student fines are placed on the student account and are to be paid within thirty (30) days after notice in the business office.

Licensing and Certification Fees

Expense associated with professional examination, licensure, or certification is determined by the respective program's individual licensing and examination board. Direct costs for examination, licensure, and certification fees vary by program and may be found on the program cost plan.

Nelnet Payment Plan

Expenses associated with the respective program of study must be paid in full or registration on the Nelnet payment plan, as offered by BHCLR, must occur prior to enrollment. Nelnet is a convenient budget plan to assist students in meeting educational expenses. The Nelnet pamphlet for each respective program of study is available online at <https://www.bhclr.edu/student-services/student-accounts/student-accounts-overview/> under Payment Plan Options.

A student participating in Nelnet Payment Plan for payment to the school is required to be in full compliance with the vendor's policies and requirements. This includes but is not limited to the requirement that the responsible party be a signer on the credit card or bank account that is used for automatic withdrawal.

The business office has the authority to increase or decrease payments based on a student's balance. The individual will be notified by Nelnet via e-mail of this adjustment.

A student enrolled in the Nelnet program will be subject to all policies of BHCLR related to payment of financial obligations. Should a student's Nelnet account be put on hold or terminated for any reason, the student will have 5 business days from the date of official notification of their account status, to either reinstate the Nelnet payments or pay their account balance in full. If the student does not meet this obligation within the 5 business days allowed, financial suspension will occur from all school activities on the sixth business day. If the situation persists, the student will be administratively withdrawn at 5:00 p.m. on the tenth business day and must apply for reentry if eligible.

For example: A student's Nelnet account is put on hold on Monday, August 1st. If no arrangement has been made the student will be placed on financial suspension the following Monday, August 8th. If no arrangement has been made by 5:00 p.m. Monday, August 15th, then the student will be administratively withdrawn.

Should an insufficient fund situation occur, a second attempt at redrafting the payment will be made on the 20th of the month. Should the second attempt fail, financial suspension will occur and the Nelnet agreement will be placed on hold. For the second unsuccessful attempt the business office will add a \$20.00 fee to the student's account. All Nelnet late charges will also apply.

Refund Policy

Financial refunds by BHCLR and affiliating colleges and universities are made upon withdrawal or dismissal in accordance with the respective policies of each entity. BHCLR's Financial Refund Policy is applied after financial settlement of the student's account and official clearance, during the semester for which the refund is being requested. Financial refund policies are specific to affiliating colleges and universities. Refunds may be made after all outstanding balances to the school and supporting hospitals are paid.

A student who officially withdraws or is withdrawn from BHCLR is eligible for a financial refund as follows:

The financial refund schedule is based on the **official date of withdrawal** (voluntary or administrative) of a student. The official date of withdrawal is defined as:

The student's date of last documented attendance at any BHCLR scheduled learning activity (classroom, skills laboratory, computer laboratory, clinical laboratory, etc.)

If the official date of withdrawal falls:

- Before the end of the fifth business day in a semester 100%
- After the fifth, but before the end of the tenth business day in a semester50%
- After the tenth business day in a semester0%

With the exception of the \$200 registration fee, all tuition and fees payable to BHCLR will be eligible for refund according to the above schedule. Tuition, fees, and expenses collected by outside and/or partnering institutions and vendors will be refunded according to the policy of that institution and/or vendor. Examples of such expenses are textbooks and uniforms.

Last day of attendance: The last day a student attended an academic related activity, for example theory/lecture, skills lab, or clinical experience.

Official date of withdrawal: The student's date of last documented attendance at any BHCLR scheduled learning activity (classroom, skills laboratory, computer laboratory, clinical laboratory, etc.).

Refunds are calculated based on the official date of withdrawal. A student must initiate a Withdrawal Form before a refund will be processed. Student Withdrawal Request Forms are located in the Admissions & Records Office. Upon withdrawal, any credit balance resulting from Baptist Health Foundation funds will be returned to the scholarship fund account. The amount returned will not exceed the original amount of the scholarship.

Tuition and fee refunds are made within 45 days of withdrawal and after all outstanding balances to the school and supporting institutions are paid.

Title IV funds (Federal PELL, Direct Loans, and Federal Supplemental Educational Opportunity Grant (FSEOG)) are earned in direct proportion to the length of time a student remains enrolled. If a student receiving Title IV funds discontinues study, for any reason, during the first sixty (60) percent of an academic semester, aid must be repaid by the student to Baptist Health and/or the US Department of Education. Any repayment of aid as a result of a Return to Title IV calculation will be applied to the student account prior to tuition/fee refund.

Class days are delineated on the Baptist Health College Little Rock academic calendars.

Military funds (Tuition Assistance) are earned in direct proportion to the length of time a student remains enrolled. If a student receiving Tuition Assistance funds discontinues study, for any reason, during the first sixty (60) percent of an academic semester, unearned funds must be returned to the respective military department. Any balance created on the student account will be the responsibility of the student. Any repayment of funds as a result of a withdrawal calculation will be applied to the student account prior to any tuition/fee refund.

If a student is enrolled in the Nelnet payment plan and discontinues study at a time in which the student still carries a balance, the student remains financially obligated to pay the balance.

Registration Hold

Continuing students who are eligible to promote will be enrolled in upcoming courses by the Registrar per the prescribed curriculum for their respective program of study. An unpaid financial balance results in the student not being cleared to register or attend class, receive school services, progress to the next course or to a higher level of learning in the program, to graduate, or to be issued a BHCLR transcript.

Student Financial Account and Responsibility

Each student fulfills all school related financial obligations in order to benefit from the program of study. Fulfilling financial obligations qualifies the student to receive course examination grades, continue study in a course, and receive administrative services including release of transcripts.

An individual anticipating registration and enrollment in a BHCLR program must be prepared to pay financial obligations to the school, in full, or submit an arrangement for a payment plan through Nelnet. Failure to do so will jeopardize continued enrollment and will result in financial suspension. A student under financial suspension is prohibited from attending all learning experiences and school activities. Upon registration, an applicant/student is expected to make arrangements for payment of financial obligations. Students must not have outstanding financial obligations to Baptist Health or BHCLR in order to register for successive semesters. Students using third party payers must provide proof of funding such as a signed Individual Training Account (ITA) form from Workforce Investment Act (WIA) or an award letter from other applicable institutions providing payment.

Cash, personal checks, money orders, or credit cards are accepted for full payments. Full payment may also be made through Nelnet at no additional charge.

The student/applicant must pay in full or make payment arrangements through Nelnet by the last published payment date. If the student does not make payment arrangements within three days of the first day of class, counting the first day, the student will be administratively withdrawn.

An individual in “good financial standing” with the business office is current in all payments on all BH financial accounts and has provided any requested documentation. Good financial standing from the business office is a component of good standing in a respective program of study.

Individuals in good financial standing may request BHCLR transcript(s) and a respective program Letter of Good Standing. A Letter of Good Standing request is processed through the business office and released from the Registrar if the individual has met the respective program’s definition of “Good Standing.”

A student having an outstanding financial balance neither receives course grades, course credit, nor are they allowed to enroll in additional courses. Financial suspension may occur as deemed appropriate and notified by the BHCLR Business Office.

Student Organizations’ Bank Accounts

BHCLR will provide a savings and checking account for each student organization that is officially sponsored by BHCLR. The organization’s bank accounts are managed according to BHCLR policy.

Textbooks

Students are expected to purchase the designated textbooks for each required course in the professional

curriculum of study. Expenses associated with purchase of textbooks are the responsibility of the student and are not covered in BHCLR tuition and fees.

Transcripts

1. Official transcripts must be requested through the National Student Clearinghouse.
2. Unofficial transcripts are free of charge and may be requested through the Business Office.
3. Additional information is available at <https://www.bhclr.edu/student-services/registrar/requesting-transcript/>.
4. Official transcripts issued, upon graduation, to respective boards or agencies for licensure, certification or registry purposes will be free of charge to graduating students.
5. BHCLR academic transcripts are maintained indefinitely.
6. BHCLR reserves the right to deny transcripts or copies of documents if the student has an unpaid financial obligation to Baptist Health or BHCLR.

Uniforms

Students enrolled in specific schools are required to wear an official school uniform when in the classroom and the clinical laboratory setting. Please see the Dress Code section for a detailed description of the campus-wide dress code policy regarding classroom and skills lab attire.

This expense is included in Estimated Miscellaneous on the BHCLR Cost Sheet. Expenses associated with the purchase of uniforms are the responsibility of the student and are not covered in BHCLR tuition and fees.

Write Off and Exceptions Policies

1. Balances below \$50.00 will be written-off.
2. Any student who is required to report for active duty in any branch of the military will have their charges forgiven for any course in which they are currently enrolled. Any balance which resulted from courses in which the individual is not currently enrolled will remain on the account. However, the account may be placed on hold until the end of the deployment. The student will remain responsible for any balances created by funds returned to the Department of Education.
3. All student accounts will be debited and/or credited according to policy and approved rates. Any request for deviation from policy or approved rates will be initiated by the Coordinator of Campus and Financial Services and approved by the Chancellor. Any approved deviation must be accompanied by appropriate documentation. Any unauthorized deviation will be immediately brought to the attention of the Chancellor and investigated as necessary.
4. Account write-offs will be initiated by the Coordinator of Campus and Financial Services and authorized by the Chancellor.

STUDENT FINANCIAL AID AND SCHOLARSHIPS

We're here to help you through the financial aid process every step of the way.

In support of the BHCLR mission, we believe everyone should be able to receive a college education and that cost shouldn't be a barrier to that education. Financial Aid can seem scary, complicated and intimidating at times – but it doesn't have to! The Financial Aid office is dedicated to providing the best financial and veterans assistance to all qualifying BHCLR students.

Your first step in the Financial Aid process is to complete and submit your FAFSA. You must complete and submit FAFSA every year you would like to be considered for Financial Aid and institutional scholarships. Once you've done that, you're well on your way!

The BHCLR Financial Aid Office contact information is provided below:

Financial Aid Office
11900 Colonel Glenn Road, Suite 1000
Little Rock, AR 72210
Telephone: (501) 202-7486
Fax: (501) 202-7875
Email: (financialaid@bhclr.edu)

Aid Application Process

Students apply for Federal Aid by completing the Free Application for Federal Student Aid (FAFSA) at www.fafsa.ed.gov. Students are encouraged to apply early because some types of aid have limited funding.

Verification of applicant data may be required. The BHCLR Financial Aid Office will request any required verification documentation. This documentation must be submitted to the BHCLR Financial Aid Office as soon as possible to ensure early awarding. No financial assistance will be awarded until all required documents are received and the applicant data is determined to be correct.

After the student has submitted all required documents to the BHCLR Financial Aid Office, the student will be notified of their eligibility for financial assistance. Financial aid awards will be applied electronically each semester to the student's account.

Aid Options and Other Funding Sources

The three categories of aid are: grants, loans, and scholarships.

Federal Pell Grant

The Federal Pell Grant is the basic grant available to undergraduate students who have demonstrated an exceptional financial need on the FAFSA. It is intended to be the ground floor of the financial aid package and may be combined with other forms of aid in order to meet the needs of the student. Eligible students cannot have earned a bachelor/professional degree or have reached their Pell Grant Lifetime Eligibility Used (LEU) of 600% (12 full time semesters).

Pell Grants are available to eligible BHCLR students who have been accepted into any program at BHCLR. Students who are degree seeking through an affiliate college or university need to apply for financial aid through that affiliating institution.

Federal Supplemental Educational Opportunity Grant (FSEOG)

FSEOG grants are intended, as the name implies, to supplement other aid. These grants are federally funded with each school receiving a fixed amount each year. Funds are awarded to a limited number of undergraduate students with preference being given to Pell Grant recipients demonstrating exceptional financial need.

Direct Loan Program

This is a loan program that provides low-interest loans to postsecondary students and their parents. The William D. Ford Federal Direct Loan Program is issued and managed by the U.S. Department of Education and is the only government-backed student loan program in the United States. Eligibility is determined by submitting the Free Application for Federal Student Aid (FAFSA) and required documents to the BHCLR Financial Aid Office. Repayment after accepting the direct loans will begin six months after the student has graduated or leaves college and become less than a half time student.

Applying for scholarships at BHCLR is a quick and easy process. Eligibility does not guarantee a scholarship and awards are determined annually based on eligible applications and available funding.

Baptist Health Foundation Scholarships

Foundation Scholarships are made available through the Baptist Health Foundation donors. Often donors specify the criteria for selection of scholarship recipients. For example, some scholarships require applicants to meet qualifications such as a minimum grade point average, program of study, specified hometown, or financial need.

Foundation Scholarship Applications are made available online by the BHCLR Financial Aid Office. Students submitting an application for a scholarship are also required to complete the Free Application for Federal Student Aid.

A Selection Committee reviews scholarship applications and makes award determinations. Deadlines are published by the BHCLR Financial Aid Office.

Baptist Health Academic Scholarships

Academic Scholarships, funded by the Baptist Health Foundation, are awarded as funds are available. Eligibility for academic scholarships requires the student to:

1. Apply for admission and be admitted into a program of study and
2. Achieve a designated ACT/TEAS score.

Other funding sources are available from agencies outside BHCLR. Students are encouraged to seek funding from agencies listed below if eligibility criteria are met.

Arkansas Academic Challenge

The Academic Challenge Program provides educational assistance to Arkansas residents in pursuit of a higher education. Additional funding made possible by the Arkansas Scholarship Lottery has allowed the expansion of the Arkansas Academic Challenge Scholarship to provide higher education opportunities to previously underserved Arkansans (both traditional & nontraditional students). The goal of the scholarship is to provide significant financial aid to those who qualify. Applicants must complete the YOUNiversal Scholarship application at www.adhe.edu.

Arkansas Rehabilitation Services

Students with physical or mental disabilities may be eligible to attend college under the sponsorship of Rehabilitation Services. Call Arkansas Rehabilitation Services at (501) 686-2800 for more information.

Veterans Affairs (VA)

Educational benefits are available under the GI Bill® for eligible servicemen and women, veterans, spouses, and dependents. Veterans may be eligible for vocational rehabilitation if they suffer a service-connected disability in active service, and if the VA determines that they need vocational rehabilitation to overcome the disability. Veterans who entered the military on or after July 1, 1977, may receive benefits under the contributory plan. Complete details should be obtained from a VA counselor.

Generally, survivor and disability benefits are available to survivors of deceased veterans, spouses, spouses of living veterans, and children between the ages of 18 and 26 years, when death or permanent and total disability was the result of service in the military.

Go Army Tuition Assistance

The Tuition Assistance (TA) program provides financial assistance for voluntary off-duty education programs in support of a Soldier's professional and personal self-development goals. Army Reserve Soldiers on drill status are eligible for Tuition Assistance. Contact the U.S Army education center for more information at www.goarmyed.com.

MyCAA

The Military Spouse Career Advancement Accounts Program (MyCAA) is a career development and employment assistance program sponsored by the Department of Defense's (DoD) Spouse Education and Career Opportunities (SECO) program. MyCAA helps military spouses pursue licenses, certificates, certifications, or associate's degrees. For more information contact Spouse Education & Career Opportunities Career Counselors at 800-342-9647.

Vocational Rehabilitation Services

In certain situations, students may be eligible to receive benefits from the Division of Vocational Rehabilitation Services. To qualify for this program, the applicant must have a physical or mental disability. Rehabilitation Services may pay tuition, fees, and books for the student. Rehabilitation Services makes the determination of student eligibility.

Workforce Investment Opportunity Grants (WIO)

WIO is designed to provide training for low income or unemployed persons if definite employment opportunities are available. Financial assistance may cover tuition, books, and supplies. Please contact the WIO agency in your county.

Financial Aid Policies

Financial Aid Satisfactory Academic Progress (SAP) Policy

Federal regulations require that a student receiving financial aid must meet and maintain satisfactory academic progress (SAP). Progress is measured qualitatively and quantitatively and is monitored each semester. All students enrolled at BHCLR who receive financial aid through any Title IV programs must meet the SAP requirements defined below:

Repeated Course Work

Courses that you have successfully completed will be considered in determining your enrollment status for federal financial aid.

Cumulative and Term Grade Point Average

A student must earn a cumulative and term grade point average (GPA) of 2.0 or greater consistent with the institution's academic standing policy

Completion of Courses

If a student does not pass the minimum required hours, they will not meet SAP. A student is considered to be meeting SAP when they pass all courses within a semester. The following grades will not be considered as hours earned "WX", "W", "NC", "I", "F", "D". However, they will count as attempted hours.

Semester Hours Attempted	Required Minimum Hours Earned
12 or more	9
9-11	6
6-8	3
1-5	Must complete all hours attempted

Maximum Time Frame to Complete a Program (excludes all reentry programs)

The maximum time frame allowed for a student at BHCLR to complete a program of study shall be limited to 150% of the program's required timeframe. Courses previously taken by reentry students are included in these requirements. Students who do not meet this compliance requirement will not be eligible to receive federal financial aid.

The following chart explains the timeframes allowed in the BHCLR educational programs:

Program	Semester or Payment Period Requirements	Allowable Semester or Payment Periods
Surgical Technology-AAS	2	3
Surgical Technology -Cert	2	3
Sleep Technology	2	3
Radiography	4	6
Nuclear Medicine Technology	2	3
Medical Laboratory Science	2	3
PN	2	3
RN Accelerated AAS	2	3
RN Traditional AAS	3	5
RN Traditional Track + Gen Ed Prep I Semester	4	6

Financial Aid Warning

Satisfactory Academic Progress (SAP) will be reviewed at the end of each semester. Those students not meeting the requirements will be placed on Financial Aid Warning during the following semester of BHCLR enrollment and will receive a letter of SAP warning. No appeal of warning is necessary. The student may continue to receive federal financial assistance during the warning period.

Satisfactory Academic Progress (SAP) Status

Students not meeting the minimum SAP requirements after the financial aid warning period will be placed on an ineligible SAP status and will receive a SAP letter stating they have lost their eligibility to receive federal and state financial aid. A student will stay on an ineligible SAP status until the student has

completed the required coursework and/or GPA to put them into compliance with BHCLR's SAP policy or have an approved SAP appeal.

Appeals to the Satisfactory Academic Progress Policy

Students may appeal BHCLR's ineligible SAP status by completing a Financial Aid Appeal Form, which can be printed from the BHCLR Financial Aid website. All appeals and documentation must be submitted to the BHCLR Financial Aid Office. A student can appeal if they can demonstrate and document unusual or extenuating circumstances as to why they did not meet the minimum requirements of the SAP Policy. The appeal must include: why the student failed to make SAP and what has changed that will allow the student to make SAP at the next evaluation. The appeal will be reviewed and a decision made by the Financial Aid Satisfactory Academic Progress Appeal Committee. The committee may request additional documentation before reaching a decision. Students will be notified in writing of the results of the appeal. **The committee's decision is final.**

Financial Aid Probation

A student who appeals this ineligible SAP status can be placed on Financial Aid Probation for one semester if the student's appeal is approved. A student may continue to receive financial assistance during the probation period. If the student does not meet the standards of the policy in one semester, there is no appeal option. The student will not be eligible to receive federal financial aid until the policy standards are met.

Return of Title IV Funds

This policy applies to students who receive federal student aid (Federal Pell Grant and Subsidized or Unsubsidized Federal Direct Loans and FSEOG) and completely terminates enrollment prior to completing 60% of the enrollment period.

Termination of enrollment can be the result of any of the following actions:

- Student initiates an official withdrawal from BHCLR.
- Student is administratively dropped by instructors from all courses due to non-attendance.
- Student is administratively withdrawn from all courses as a result of disciplinary action.
- Student is considered an unofficial withdrawal by receiving all failing grades, or a combination of failing grades, and either instructor initiated or student initiated drops.

The amount of Title IV aid an institution must refund to the federal aid programs is determined by the federal return to Title IV funds formula as specified in Section 484B of the Higher Education Act. BHCLR utilizes software provided by the Department of Education to calculate the amount of aid that must be refunded which was initially utilized to pay institutional charges. The departure date provided by the registrar's office is utilized to document the last date of enrollment. If the student is considered an unofficial withdrawal, and a failing grade is earned for nonattendance, the instructor must provide a last date of attendance for the course. This date is used in the return of Title IV funds calculation. If a date cannot be determined for an unofficial withdrawal, the midpoint of the semester is utilized.

BHCLR restores unearned aid used to pay institutional charges in the following order within 45 days of the withdrawal determination:

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

A repayment may also be required of the student when a refund has been issued to a student from financial aid funds in excess of the amount utilized to pay institutional charges that the student fails to

earn by maintaining enrollment. BHCLR will also restore these funds to the appropriate source in the above order within 45 days of the withdrawal determination.

Students are billed for any unearned aid that was refunded to the federal aid program that caused institutional charges to be unpaid. Additionally, students will be billed for any monies the school returns on the student's behalf that is owed to the federal aid programs as a repayment of funds disbursed directly to the student for non-institutional charges. Copies of the return to Title IV calculation are provided to the student along with a bill when their Return to Title IV calculation is processed.

If a student earns more aid than was disbursed, the student may be eligible to receive a post withdrawal disbursement. Students are notified by mail of their eligibility for such a disbursement. If the post withdrawal disbursement is loan funds the student must confirm in writing that the loan funds are still wanted. A post withdrawal of grant funds is automatically credited to the student's account for outstanding charges. A student who does not have an outstanding balance, must confirm in writing their desire to receive grant funds.

If a student is entitled to an institutional refund of tuition and fees, those monies will first be applied to any outstanding balance to the school before being refunded to the student.

SCHOOL OF MEDICAL LABORATORY SCIENCE

History

The Baptist Health College Little Rock - School of Medical Laboratory Science was founded in 1965. BHCLR-School of Medical Laboratory Science is certified through the Arkansas Division of Higher Education (ADHE), accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS). The school is affiliated with eight (8) universities: Arkansas Tech University, Harding University, Henderson State University, Ouachita Baptist University, University of Central Arkansas, Louisiana Tech University, Missouri Southern State University, and Southern Arkansas University. Through the affiliations, graduates are conferred a baccalaureate degree from a respective university.

Mission Statement

The Baptist Health College Little Rock - School of Medical Laboratory Science, a part of Baptist Health Medical Center-Little Rock shapes the health of Arkansans by educating and mentoring healthcare professionals with excellence and Christian compassion.

Philosophy

The BHCLR - School of Medical Laboratory Science came into existence to meet the demand for highly skilled and competent Medical Laboratory Scientists within Baptist Health as well as the surrounding community.

The BHCLR - School of Medical Laboratory Science believes that a competent individual in the healthcare field of today must not only prove to be proficient in the field of Medical Laboratory Science, but must also possess an appreciation of his/her role within the hospital and demonstrate an understanding of the organizational behavior affecting this environment.

The BHCLR - School of Medical Laboratory Science is committed to providing job ready graduates for its employer customers, including Baptist Health and the community, through the highest standards of education, training, and professional development opportunities for students.

Goals

The BHCLR – School of Medical Laboratory Science prepares a graduate who performs competently in their role and demonstrates professional behavior while participating as a member of the laboratory team. Our goal is to provide graduates who have the ability to adapt to the ever changing healthcare environment. The school goal is obtained by the following objectives:

1. Successful graduation of each cohort.
2. Student coaching practices based on professional BEST Practices.
3. Eligibility and successful passage of the Board of Certification.
4. Demonstration of Baptist Health College Little Rock Values.
5. Professional knowledge base incorporating theory, standards and skills, as well as ethical and legal aspects.
6. Job readiness based on feedback from graduate employers and graduate surveys.

Program Calendar

2021 Fall Semester		2022 Spring Semester	
Class Begins	July 06	Class Begins	January 03
Labor Day	September 6	Spring Break	March 21 - 25
Fall Break	October 4 - 6	Memorial Day	May 30
Thanksgiving Break	November 25 & 26	Spring Semester Ends	June 10
Fall Semester Ends	December 10	Commencement	June 13

Application Deadline

In accordance with the entry registration date, the Selection Committee must complete its work prior to arrival of the class. In order to facilitate selection of the incoming new class and its entry registration, a preferred application final date of March 1st has been established. The application process must be completed by March 15th. However, selection of qualified applicants may continue past posted deadlines until the respective class has reached its maximum capacity.

Application Preferences and Requirements

Preferences:

- ACT composite score of 20 or better
- Overall college cumulative GPA of 2.5 or better

This program may limit interviews to the top academically qualified applicants.

Requirements:

- An applicant must be a high school graduate or have a GED prior to the program start date. Please note that these are minimum requirements and applicants are ranked according to academic criteria.
- Undergraduates – Must have attained the university’s required semester hours and must enter from an academic affiliate. All other applicants must seek special approval from the Program Director.
- The university academic advisor must confirm the applicant is eligible for a Baccalaureate degree upon completion of the professional curriculum.
- Applicants who are not U.S. citizens must present the required test of English language as a Foreign Language. See catalog and application information.
- Applicants will interview with a Selection Committee. Selection is a competitive process.
- Provide evidence of successful completion of all prerequisite courses before entry.

Application Process Requirements

1. Submission of a completed Application for Admission Form.
2. One (1) official transcript from each educational institution attended.
3. An American College Test (ACT) result. The Scholastic Aptitude Test (SAT) may be submitted in lieu of the ACT. The SAT is evaluated utilizing an ACT/SAT (Critical Reading + Math) concordance scale available on the ACT website.
4. Completed Demographic Data Form (optional).
5. Personal interview with the Selection Committee.
6. Provide additional information as requested by the school.
7. Upon selection, a Criminal Background Check Record (CBCR) will be performed.
8. Provide evidence of successful completion of all prerequisite courses.

- 3 credit hours College Algebra or higher math
- 8 credit hours General Chemistry*
- 4 credit hours Organic Chemistry I*
- 3 credit hours Organic Chemistry II, Quantitative Analysis, or Biochemistry
- 8 credit hours General Biology, Zoology, Cell Biology, or a higher level courses *
- 4 credit hours Microbiology (Inclusive of Immunology)
- 4 credit hours Anatomy/Physiology (Structure and Function Course also accepted)
- 3 credit hours Statistics or equivalent

* All biology and chemistry courses must include laboratory credit and be approved for majors in those disciplines or in medical laboratory science. Organic/Biochemistry and Microbiology may be required to be updated if completed more than seven (7) years prior to application.

2. Satisfactory completion of the application process. **

** Satisfactory indicates that all requirements have been fulfilled by the applicant.

Applicant students should consult with the Medical Laboratory Science advisor on their university campus to assure completion of all general education and specific program prerequisites. Also, they are encouraged to contact the Program Director of the School of Medical Laboratory Science, 501-202-6632, during their sophomore year in college.

Students seeking reentry must complete the entire application process and will be considered on an equal basis with the applicant cohort.

Entry Requirements

Fulfillment of Entry Requirements includes satisfactory completion of entry requirements as identified in the Applicant & Admission and school specific sections of the Catalog. Selected applicants qualify for entry and registration for courses through fulfillment of all entry requirements.

1. Official Grade Report for high school/college courses enrolled in at time of application and a letter of verification from the respective school/college counselor/advisor;
2. Submission of health related certification or license for visual observation as applicable;
3. Ability to perform Fundamental Essential Functions on Entry Statement;
4. Immunization and Tuberculin Testing information can be found in the Applicant and Admission information section of the Catalog.
5. Purchase required uniform and textbooks.
6. Pay/arrange for payment of program expenses.
7. Comply with the Baptist Health drug free policy and background checks.
8. Demonstrate receipt of a college degree or provide a transcript evaluation that a degree will be received upon completion of the program.
9. Transfer - Advance Placement will be evaluated by the Registrar for possible credit.
10. Provide additional documentation as required.

Selection Process

The Selection Committee considers each applicant for entry to the school after the Application File is complete. Selection for entry is on a competitive basis, as each entering class is limited in size by number. The committee formulates a recommendation for each applicant and forwards it to the Program Director for final action. Applicants are notified by letter of the committee's decision.

The process of selection includes a review of the completed applicant file and the personal interview score(s). Each applicant is ranked according to qualifications, with the highest qualified being number one. The process is continued until the class is filled. The final selection decision is made by the Program Director. Qualified applicants not selected for entry are placed on the Alternate List. Alternates are notified if space becomes available. Alternates are strongly encouraged to keep their file active by contacting the Program Director and obtaining academic advice.

Alternate status does not guarantee the applicant a future position in the next year’s class or any future year. The alternate should contact the Program Director before the March 1st deadline of the next year and request that the file be kept active. If time since the last inquiry is greater than one calendar year, the individual must update the file as required.

Applicants selected for entry are expected to notify the school of intent to register by returning a special form to the school prior to the registration date and a \$200 admission fee. Selected applicants not registering, who seek admission at a later date, will have no preferential status and shall be reconsidered for acceptance at the same time as new applicants for the next class to enter.

Essential Functions

The technical standards (non-academic) established by the school are physical capabilities to ensure the “essential functions” that must be demonstrated by the student. Essential functions reflect requirements for the student to engage in educational and training activities in such a way that shall not endanger other students or the public, including patients. Students may also have exposure to potentially infectious agents.

Essential Function	Description
1. Behavioral	Professional conduct in accordance with Baptist Health Values.
2. Communication and nonverbal skills	The capacity to send and receive a message using verbal and nonverbal skills.
3. Hearing	Ability to hear words and sounds at an appropriate distance.
4. Intellectual/Cognitive	Ability to read and understand words and numbers.
5. Motor Skills	Fine and gross skills needed for tasks of the program.
6. Safety	Adhere to organizational policies to maintain safety in the environment for patient, self, and others.
7. Vision	Ability to see in order to perform necessary skills in a given program. Ability to see colors. A color blindness exam is administered before Internships begin.
8. Locomotion	Ability to demonstrate mobility needed to perform laboratory testing and patient services in a timely manner. Most of the counters in the laboratory are chest high.

Academic Progress

The school utilizes a grading system to signify student progression through the program of study. A final letter grade is assigned for each course and practicum completed. The letter grade has a corresponding rating that denotes the quality of student learning. A percent range is used to determine the letter grade. Value points are used to calculate the Grade Point Average (GPA) and other purposes, such as honors awards at commencement and scholarship awards by the Baptist Health Foundation and others.

In general, student didactic achievement is measured by written and practical examinations; clinical progressive development is measured by direct observation and competency evaluations.

An incomplete “I” grade may be made-up at the sole discretion of the Program Director. If the incomplete course work is not completed within the established time-frame, the “I” grade becomes a final grade of “F”

The student must achieve a minimum final grade of “C” (77%) and attain competency to pass the course. Students not achieving the required grade or competency level are subject to the disciplinary policies.

An overall satisfactory in academics during Semester I is required to progress to Semester II and to qualify as a candidate for graduation. Satisfactory is defined as a final minimum grade of “C” (77%) in each course competency and Internship Evaluation Checklist in each internship. See the programmatic student handbook.

Attendance and Method of Delivery

The program is a residential-blended program of study. A student is expected to attend all scheduled classes and clinical rotations. Absence is defined as not being present after one (1) clock hour of the scheduled class or clinical time. Students must contact the Program Director as soon as possible when he/she cannot be in attendance as scheduled.

The school, by policy, allows a maximum of six (6) excused absence days during the twelve (12) month program. Excessive unexcused absent time (more than 6 excused absent days) must be made up prior to graduation. Students having to make up time shall be allowed to go through the commencement ceremony, however, graduation shall not occur and the diploma/certificate is withheld along with the Registry Graduation Verification until all required time is made up. Tardy is not being present up to one (1) clock hour of a scheduled class, and later than five (5) minutes after designated arrival time during internships. A tardy is recorded if the student arrives in clinical and/or class after their scheduled time to be present. All students are expected to be in the department ready to work at the time listed on the clinical schedule. See the Medical Laboratory Science Handbook for more details.

Class assignments and exam(s) missed are made up. It is the student’s responsibility to meet with the Program Director to review and obtain make-up assignments and make arrangements to take the make-up exam. A fee is charged and the receipt is required prior to administration of an exam.

Class and Clinical Rotations

Classes are scheduled on a regular basis and may either be in the morning, afternoon, or all day, depending on the courses being taught at the time. A schedule of classes is distributed at the beginning of the program during New Student Orientation (NSO).

Selected courses have skill laboratories taught concurrently with the lecture content. This approved format provides the student hands-on experience and visual reinforcement of the principles learned in the classroom. Clinical Laboratory practice is scheduled by the clinical instructor. The student may be allowed time to complete the laboratory assignments on his/her own depending on the course and particular instructor.

Students are required to participate in the clinical setting during the entire twelve (12) month class year as scheduled. Student rotations are scheduled at Baptist Health Medical Center-Little Rock (BHMC-LR), Baptist Health Medical Center – North Little Rock (BHMC-NLR), Baptist Health Medical Center-Conway, and Arkansas Department of Health. The rotations at Arkansas Blood Institute and Arkansas Children’s Hospital have been temporarily on hold due to COVID-19.

Clinical rotations are scheduled Monday through Friday. Clinical days are typically 6:00 am (0600) to 2:00 pm (1400) and class days are 8:00 am (0800) to 5:00 pm (1700). However, the schedule may vary based on faculty availability, as well as room availability. Students are not required to work weekends, overtime, or take call. If a student prefers to remain in the clinical area overtime in order to observe and/or assist with a procedure, compensatory time-off is not given. No student will be permitted in the laboratory outside clinical hours without permission. When necessary, students may request permission from the Program Director to schedule make-up time.

Credit Hours

Each required course in the professional curriculum reflects a credit hour value. BHCLR uses the credit hour formula identified in the Academic Information section of the Catalog.

Graduation Requirements

1. Successful completion of the program of studies and the professional curriculum as evidenced by completion of all requirements for each course;
2. Fulfill progression and promotion criteria; and
3. Completion of the Graduate Clearance Form and process.

Length of Program

The length of the program of study is one (1) academic year and includes forty-four (44) weeks of instruction.

Graduates

Upon completion of the program the student will receive a certificate from Baptist Health College Little Rock, and those who have come from one of the academic affiliates are eligible to receive a baccalaureate degree. Graduates from the BHCLR - School of Medical Laboratory Science are eligible to apply and take the national certification examination. Graduation from the program is not dependent upon passage of any external certification examination.

Certification

Completion of the program of study and graduation denotes eligibility to apply for the national certification examination of the American Society for Clinical Pathology. Successful candidates are recognized as Registered Medical Laboratory Scientists and are granted the privilege of affixing the credited MLS (ASCP)^{CM} with their signature having demonstrated competency and commitment to maximal, quality performance in the profession of Medical Laboratory Science.

Terminal Objectives

These general program objectives apply to all areas in the clinical laboratory through which students rotate. Each area has its own specific enabling objectives that are used to evaluate student progress.

Cognitive Domain

Level I

1. Match the proper specimen for the procedure ordered or assigned.
2. Match the proper instrument or equipment and reagents for the procedure.
3. Recall and cite normal, abnormal, and critical ranges for the most common analytes tested.
4. Express correct technical and scientific vocabulary, including spelling and pronunciation.
5. Apply principles of management and supervision.

Level II

6. Compute calculations necessary for all laboratory procedures.
7. Maintain accurate and complete records.
8. Apply problem solving techniques to identify and correct procedural errors, identify instrument malfunction, and institute appropriate corrective measures under supervision.
9. Correlate theory with laboratory procedures and practices.
10. Correlate patient information across organ systems in case studies.

Level III

11. Validate data to evaluate accuracy of results.
12. Examine the results of quality control measures and institute proper procedures to maintain accuracy and precision.

Psychomotor Domain**Level II**

13. Perform venipuncture and collect proper samples from patients with proper technique, minimal trauma, and 100% patient ID accuracy.
14. Operate and maintain laboratory instrumentation and equipment with care.
15. Conform to Instructor's direction, laboratory procedures, and instrument manuals to perform duties.
16. Record results and perform verification through the use of laboratory computers with Medical Laboratory Scientist review.
17. Produce laboratory results rapidly performing more than one task at a time without sacrificing precision and accuracy.
18. Analyze laboratory specimens correctly and report results, with minimal supervision, after completing the student learning experiences and objectives relating to a particular procedure.
19. Start work on time and remain in the department for the scheduled time.

Affective Domain**Level II**

20. Practice optimal safety precautions in terms of physical and chemical hazards, cleanliness, and exposure to disease agents.
21. Display respect for confidentiality in personal and professional relationships.
22. Demonstrate willingness to go beyond the minimal requirements of service.
23. Display ethical and empathetic behavior toward patient needs.
24. Listen and reply using both professional verbal and non-verbal communication.
25. Seek feedback to realistically assess personal readiness in terms of level of knowledge, understanding, psychomotor skills, legal, regulatory and ethical responsibilities.

Level III

26. Characterize behavior that demonstrates concern for the entire health-care team involved in the total patient experience.
27. Typify an individual that utilizes all available learning opportunities.
28. Advocate Baptist Health Values and the ASCLS Code of Ethics at all times while on duty.

Clinical Laboratory

Baptist Health Medical Center - Little Rock

Baptist Health Medical Center – North Little Rock

Baptist Health Medical Center - Conway
 Arkansas Department Health
 Arkansas Blood Institute (on hold due to COVID)
 Arkansas Children's Hospital (on hold due to COVID)

Affiliating Universities

1. Arkansas Tech University
2. Harding University
3. Henderson State University
4. Louisiana Tech University
5. Ouachita Baptist University
6. University of Central Arkansas
7. Missouri Southern State University
8. Southern Arkansas University

Professional Organizations

American Society of Clinical Laboratory Science (ASCLS)
 American Society for Clinical Pathology (ASCP)

Professional Curriculum

The fourteen (14) course curriculum is organized into two semesters. A diploma is awarded during the graduation ceremony at the end of the program for a total of thirty-nine (39) credits.

<u>Fall</u>		<u>Credits</u>
MLS 4001	Laboratory Fundamentals	1
MLS 4201	Body Fluids	1
MLS 4304	Hematology	4
MLS 4102	Immunology	2
MLS 4204	Chemistry	4
MLS 4202	Immunoematology	2
MLS 4104	Microbiology	<u>4</u>
Total		18 Credits
 <u>Spring</u>		 <u>Credits</u>
SP 0001	Spiritual Perspectives in Healthcare	1
MLS 4504	Internship I (Hematology/Coagulation)	4
MLS 4302	Seminar II	2
MLS 4401	Management and Education	1
MLS 4604	Internship II (Chemistry/Urinalysis/Immunology)	4
MLS 4103	Internship III (Blood Bank)	3
MLS 4206	Internship IV (Microbiology/ Parasitology/Mycology)	<u>6</u>
Total		21 Credits
 Total:	 Courses 14	 Credits 39

Course Descriptions

MLS 4001

Laboratory Fundamentals – Residential Blended

1 Credit Hour

Introduction to the clinical laboratory inclusive of medical terminology, phlebotomy, laboratory orientation, fire and safety regulations, OSHA requirements, medical ethics, and patient confidentiality. The course includes the following number of contact hours: Theory – 21 contact hours.

MLS 4201

Body Fluids – Residential Blended

1 Credit Hour

Concepts of urinalysis are introduced, including urine formation and composition, changes in urine components, pathological conditionals, laboratory procedures and clinical significance. Emphasis on the importance of testing the other non-blood body fluids is also presented, along with normal and abnormal pathological states. The course includes the following number of contact hours: Theory – 23 contact hours.

MLS 4304

Hematology – Residential

4 Credit Hours

Introduction to cell structure and function, hematopoiesis, cell enumeration and differentiation, and hemostasis. In addition, basic and advanced techniques, quality control, manual and automated procedures, and normal and pathological conditions with manifestations and complications are described. The course includes the following number of contact hours: Theory – 66 contact hours.

MLS 4102

Immunology – Residential Blended

2 Credit Hours

Study of theories and processes related to natural body defenses inclusive of basic antigen-antibody reactions, complement action, cellular response, humoral immune response, and clinically significant diseases. Clinical procedure theories in immunology and serology are also presented as well as clinical significance of these procedures. The course includes the following number of contact hours: Theory – 34 contact hours.

MLS 4204

Chemistry - Residential

4 Credit Hours

Study of the measurement of chemical analytes in the blood with emphasis on principles, practice, techniques, instrumentation, and quality control. Fundamental concepts of the correlation of clinical laboratory chemistry results to organ pathophysiology are also introduced. The course includes the following number of contact hours: Theory – 63 contact hours.

SP 0001

Spiritual Perspectives in Health Care - Residential

1 Credit Hour

The course provides a holistic, Christian-based approach in creating awareness and understanding about; 1) one's own belief system; 2) the spiritual needs of patients; 3) methodologies of spiritual care for patients, and 4) world religions and religious practices specifically as they relate to delivery of healthcare. The course includes the following number of contact hours: Theory – 15 contact hours.

MLS 4202

Immunoematology - Residential

2 Credit Hours

Theoretical aspects of the immune response and its relationship to the diagnosis of disease and immunoematology are studied. Lectures and laboratory stress methods used to solve problems in ABO and Rh typing, blood group antibodies, compatibility testing, blood and component selection and

hemolytic disease of the newborn. The course includes the following number of contact hours: Theory – 39 contact hours.

MLS 4104

Microbiology – Residential Blended

4 Credit Hours

Principles concerning laboratory techniques used to safely isolate and identify pathogenic bacteria as well as clinically relevant parasites, fungi and mycobacterium. Special media and tests, organism virulence factors, pathological effects occurring with the host, and susceptibility testing are also covered. The course includes the following number of contact hours: Theory – 71 contact hours.

MLS 4302

Seminar II - Residential

2 Credit Hours

An introduction of basic molecular diagnostics and application is examined. Research of a current laboratory-related topic and presentation of this research on a storyboard is required. Phlebotomy competency is also determined. Certification review sessions are conducted and two (2) comprehensive final examinations are given covering the entire program. The course includes the following number of contact hours: Theory – 80 contact hours.

MLS 4401

Management and Education – Residential

1 Credit Hour

Encompasses introduction to basic principles of management theory, budgets, laboratory supervision, quality assurance, laboratory information systems, and educational principles. The course includes the following number of contact hours: Theory – 18 contact hours.

MLS 4504

Internship I (Hematology/Coagulation) - Residential

4 Credit Hours

Advanced study of hematopoiesis and hemostasis with a strong emphasis on clinical applications. In-depth examination of normal blood cell physiology and morphology followed by discussion of the etiology, clinical symptoms, laboratory diagnosis and treatment of the major hematologic disorders, including the pathophysiology of the anemias, leukemias, and other blood cell diseases. Coagulation, fibrinolysis and thrombolytic therapy are also covered. The laboratory reinforces the relationship between the hematologic and hemostatic diseases and diagnostic laboratory testing. Proficiency in routine and specialized procedures utilized in today's clinical laboratories is emphasized. The course includes the following number of contact hours: Clinical Laboratory – 180 contact hours.

MLS 4604

Internship II (Chemistry/Urinalysis/ Immunology) - Residential

4 Credit Hours

Presents the physiological basis for the test, the principle and procedure for the test, and the clinical significance of the test results, including quality control and normal values. Includes basic chemical laboratory technique, chemical laboratory safety, electrolytes, and acid-base balance, proteins, carbohydrates, lipids, enzymes, metabolites, endocrine function, electrophoresis, urinalysis, and toxicology. Automated and manual immunologic methodologies for infectious diseases and autoimmune disorders are also emphasized. During the Serology Rotation, the immune system involvement in disease processes as well as correlation of immunologic laboratory test data to disease conditions is covered. Principles of basic immunoglobulin structure and antigen-antibody reactions are reviewed, with emphasis on clinical utilization of these reactions. The course includes the following number of contact hours: Clinical Laboratory – 218 contact hours.

MLS 4103**Internship III (Blood Bank) - Residential****3 Credit Hours**

Practical and theoretical concepts in blood banking (immunohematology) and transfusion medicine are covered. Demonstration of proficiency in ABO/Rh grouping, direct antiglobulin testing, antibody screening and compatibility testing is required. Investigation and resolution of discrepancies in blood banking will also be emphasized inclusive of elution and absorption techniques. The course includes the following number of contact hours: Clinical Laboratory - 143 contact hours.

MLS 4206**Internship IV (Microbiology/Parasitology/Mycology) - Residential****6 Credit Hours**

Comprehensive study of the classification, etiology, pathogenicity, laboratory identification, diagnosis, and treatment of bacterial, fungal, and parasitic infections. Emphasis is placed on techniques and methods used to identify and isolate bacterial, fungal, and parasitic pathogens. Clinical practicum consists of microscopic, biochemical, and immunological procedures to identify pathogens from clinical specimens. The course includes the following number of contact hours: Clinical Laboratory – 293 contact hours.

Program Totals*

Total Number of Courses:	14
Total Number of Credit Hours:	39
Contact Hours Theory:	430
Contact Hours Clinical Laboratory:	834
Total Contact Hours:	1264

*Does not include general education and science courses.

ABHES Educational Effectiveness Outcomes

The School Provides to the general public, applicants and enrolled students accurate and consistent information in the Catalog. To support information in the preceding pages, the following information is provided:

	Retention Rate	Graduate Placement Rate	Board Passage Rate*	Graduate Satisfaction Rate	Employer Satisfaction Rate
2017-2018	100%	100%	100%	3.7 / 5.0	5.0 / 5.0
2018-2019	100%	100%	100%	4.0 / 5.0	4.6 / 5.0
2019-2020	75%	100%	100%	4.33/5.0	4.27/5.0

* Not required for the profession.

NAACLS Outcomes

NAACLS 2020 Annual Report Baptist Health College Little Rock School of Medical Laboratory Science Outcome Data Three Year Averages 2016 – 2019	
Program's Final Half Graduation Rate	100%
Program's Final Half Attrition Rate	0%
ASCP Board of Certification Rate (2012-2015)	95%
Graduate Job Placement Rate (2012-2015)	100%
Program's Final Half: January through June. Note: This data may differ from the ABHES data due to reporting periods and calculation methods.	

SCHOOL OF NUCLEAR MEDICINE TECHNOLOGY

History

The Baptist Health College Little Rock - School of Nuclear Medicine Technology was founded in 1979 as a clinical affiliate of St. Vincent Infirmary. The school was transferred to the sponsorship of Baptist Health in 1987. The school has maintained full accreditation since its initial accreditation in 1987 by the Joint Review Committee on Educational Programs in Nuclear Medicine Technology (JRCNMT), is certified through the Arkansas Division of Higher Education (ADHE) and also holds accreditation through the Accrediting Bureau of Health Education Schools (ABHES). The school is affiliated with the University of Central Arkansas, Henderson State University, Arkansas Tech University, and Southern Arkansas University. These affiliations grant the graduate a baccalaureate degree from that university after completion of the certificate program in Nuclear Medicine Technology.

Mission Statement

The Baptist Health College Little Rock - School of Nuclear Medicine Technology exists to fulfill the demand for highly skilled and competent Nuclear Medicine Technologists within Baptist Health as well as in the surrounding community. The school is committed to providing students with the highest standards of education and training.

Philosophy

The school upholds the philosophy and values of Baptist Health by encouraging Service, Honesty, Respect, Stewardship and Performance with a commitment to providing quality patient care. Christian ideas, attitudes and spiritual perspectives as they apply to the caring of the ill are emphasized, as well as personal and professional conduct.

It is the school's belief that a competent individual in the healthcare field of today, must not only prove to be proficient in the field of Nuclear Medicine Technology, but must also possess an appreciation of his/her role within the clinical setting and an understanding of the organizational culture affecting the work environment.

In order to assure that the student acquires this competency, ethical principles, Christian values and management skills are interrelated with the practice of Nuclear Medicine Technology.

The school is committed to providing competent entry level job graduates to Baptist Health and the healthcare community through its high standards of professional education.

Goals

The goals of the School of Nuclear Medicine Technology serve as a framework for the program of study and instruction for the development of a graduate to:

1. Connect students to a wide network of healthcare facilities to support diverse learning opportunities and seamless transition into professional practice.
2. Graduate technologists who exemplify the values of Baptist Health by emphasizing Respect, Service, Honesty, Stewardship, and Performance.
3. Provide the knowledge and competencies to prepare skilled and professional technologists who achieve national certification upon first attempt.

- Place skilled and professional technologists in the Baptist Health system and other healthcare employers around the country.

Student Learning Outcomes

- Demonstrate entry-level competency in clinical procedures, instrument quality control, and patient care.
- Utilize knowledge of radiation physics and safety regulations to limit the public, workers, and self to ALARA when handling radioactive material.
- Demonstrate professionalism when dealing with patients, faculty, and interactions with other members of the healthcare team.

Program Calendar

Fall Semester 2021		Spring Semester 2022	
Class Begins	July 06	Class Begins	January 03
Labor Day	September 06	Spring Break	March 21-25
Fall Break	September 20-24	Memorial Day	May 30
Thanksgiving Break	November 25-26	Spring Semester Ends	June 10
Fall Semester Ends	December 10	Commencement & Graduation*	June 13

+ Dates subject to change.

* Students having “time” to make-up do not graduate until verification is provided that all time has been made up and graduation requirements fulfilled. Graduation requirements include completion of all required clinical competencies.

Application Deadline

In accordance with the entry registration date, the Selection Committee must complete its work prior to arrival of the incoming class. In order to facilitate selection of the incoming new class and its entry registration, a preferred application final date of March 1st has been established with materials due by March 15th.

Application Requirements

Application requirements include satisfactory completion of application requirements as identified in both the Applicant & Admission section and school specific section of the Catalog. Completion of the application requirements is required before the applicant file is reviewed by the Selection Committee. Completion of the application process does not guarantee selection/admission into the program. Please note that these are minimum requirements and applicants are ranked according to academic criteria.

- An applicant must be a high school graduate or have a GED prior to the program start date. The applicant must submit an official transcript from the high school from which they graduated.
- American College Test (ACT) results. The Scholastic Aptitude Test (SAT) may be submitted in lieu of the ACT. The SAT is evaluated utilizing an ACT/SAT concordance scale available on the ACT website.
- Official transcript from an affiliate university with a 2.5 G.P.A. or higher and completion of required credit hours of the prescribed curriculum or an official transcript from an accredited university or college indicating that the applicant has been awarded a bachelor’s degree. Official transcripts must be provided from all post-secondary educational providers.

4. International applicants whose native language is not English are required to submit their qualifying scores from the Test of English as a Foreign Language (TOEFL) as specified in the Applicant and Admissions section of this catalog.
5. Completed Personal Statement Form.
6. Two (2) personal recommendations from teachers, clergy, or employer personnel; family members are not acceptable.
7. Once all required information and materials are received, the applicant is scheduled for a personal interview with the Selection Committee. The interview completes the application process.

Selection Committee

The Selection Committee conducts a personal interview with each applicant. The focus is on the applicant's reasons for pursuing the program of study. The committee consists of the Program Director of the school and one or two other panel members who may be faculty members of BHCLR Schools of Nursing and Allied Health or clinical faculty from one of the clinical sites. The interview completes the application process.

Selection Process

The Selection Committee reviews each applicant file for entry to the school after the file is complete. Selection for entry is on a competitive basis, with consideration given to overall GPA, science GPA, ACT scores and the results of the formal interview itself, as each entering class is limited in number. The committee formulates a recommendation for each applicant and forwards it to the Program Director for final action. The applicant is notified of the decision. The process of selection includes a review of the completed applicant file and the personal interview score(s). Each applicant is ranked according to qualifications, with the highest qualified being number one. The process is continued until the class is filled. Qualified applicants not included in the selected class number, may be placed on the Alternate List.

The highest qualified alternate is ranked number one (1) and so on. Alternates are notified by rank number if space becomes available in the class. Alternates are strongly encouraged to keep their file active by contacting the Program Director and obtaining academic advice. Alternate status does not guarantee the applicant a future position in the next entering class or any future class. The alternate should contact the Program Director before the March 1st deadline of the following year and request that the file be reactivated. If the time since the last inquiry is greater than one calendar year, the individual must update the file as requested by the school.

Applicants selected for entry are expected to notify the school of intent to register by returning a special form to the school prior to registration date. Selected applicants not registering, who seek admission at a later date, have no preferential status and shall be reconsidered for acceptance at the same time as new applicants for next class to enter.

Entry Requirements

Fulfillment of entry requirements includes satisfactory completion of entry requirements as identified in the Applicant & Admission and school specific sections of the Catalog. Selected applicants qualify for entry and registration for courses through fulfillment of all entry requirements.

1. A baccalaureate degree from an accredited college or university, official grade report for college courses enrolled in at the time of application and a letter of verification from the respective school/college counselor/advisor;
2. Submission of health professional certification or license for visual observation as applicable;

3. Completion of the following minimum prerequisites with a minimum final grade of “C” in the following courses,

3 Credits College Algebra

4 Credits General Chemistry (includes lab), 8 credits preferred

4 Credits General Physics (includes lab)

8 Credits Human Anatomy and Physiology (includes lab)

Written Communications

4. Immunization and Tuberculin Testing information can be found in the Applicant and Admission information section of the Catalog.

Essential Functions

The Essential Functions are standards (non-academic) established for the program that describe the essential functions that must be met by all students. Essential functions reflect the physical requirements that students must be capable of to engage in during the education activities in such a way that they will not endanger other students or the public, including patients. The student must be able to perform and maintain the following essential functions throughout enrollment in the program:

- 1 Visual/Hearing: Read and apply appropriate instructions in patient charts and on requests, procedure manuals, computer screens and particularly small print on syringes and vials. Visually monitor patients in a dimly lit room. A minimum vision of 20/20 or corrected to 20/25 in at least one eye. Hear various equipment and background sounds during equipment operations. Hear normal conversational speech at 10 feet.
- 2 Communication/Behavioral: Communicate in English, both verbally and in writing in a clear and concise manner in order to transmit information to the patient, all members of the healthcare team, and to individuals in various departments. Students and technologists must be able to assess non-verbal communication. In addition, it is essential that the student be able to write both legibly and quickly in order to document on charts and patient requests. Reading skills are essential for reading physician orders, and understanding departmental and hospital policies.
- 3 Fine Motor/Movement: Lift fifty (50) pounds of weight. Move immobile patients from stretcher to imaging table with assistance from departmental personnel. Utilize computer keyboard, mouse and monitor in order to input and manipulate clinical data. Possess all skills necessary to carry out diagnostic procedures, manipulate clinical data. Perform phlebotomy safely and accurately.
- 4 Locomotion: Possess the ability to move freely from one location to another by use of both legs in physical settings of the department, patient room, elevator, and stairway in order to perform duties and respond quickly to life-threatening emergencies in the clinical area. Push standard wheelchair and stretcher. Must be capable of standing for a minimum of 8 (eight) hours per day.

- 5 Intellectual/Conceptual: Possess the emotional health required for full utilization of intellectual abilities. Recognize emergency situations and take appropriate actions. Understand and apply clinical instructions given from department personnel in order to effectively carry out diagnostic procedures.
- 6 Safety Must be able to adhere to organizational policies to maintain safety in the environment for the patient, self, and others.

Academic Progress

The school utilizes a grading system to signify student progression through the program of study. A final letter grade is assigned for each course and practicum completed. The letter grade has a corresponding rating that denotes the quality of student learning. A percent range is used to determine the letter grade. Value points are used to calculate the Grade Point Average (GPA) and for other purposes, such as honors awards at commencement and scholarship awards by Baptist Health Foundation and others. Student academic and clinical achievement is measured periodically by written, oral and practical examinations.

Student is required to maintain a minimum final grade of “C” (77%) in each course. An incomplete “I” grade may be completed at the sole discretion of the Program Director. If not completed by the established time, the “I” shall convert to a final grade of “F”.

The student must maintain a 2.0 or higher grade point average (GPA) in each course. If at any time the student’s average is less than required, he/she shall be placed on Academic Probation. A student who does not obtain the required GPA during a probationary period may be subject to administrative withdrawal.

Attendance and Method of Delivery

The program is a residential program of study. A student is expected to attend all scheduled classes and clinical rotations. An absence is excused only in the event of an emergency. Students should contact the Program Director and Clinical Supervisor of their assigned clinical rotation as soon as possible when he/she cannot attend class or their assigned clinical rotation.

Absence is defined as not being present after one (1) clock hour for a scheduled class or clinical rotation.

Any time missed during the school year must be made-up. Should any scheduled time in clinical or classroom be missed, the student is required to make up the absent time on weekends and evenings, at the end of the school year, or during Christmas and/or Spring Break.

Students making up time at year end shall participate in the commencement ceremony, however, graduation shall not occur and the diploma/certificate is withheld with the registry graduation verification until the time is made up and all graduation requirements are fulfilled.

Tardiness is defined as not present up to one (1) clock hour of a scheduled class or clinical rotation. A tardy is recorded if the student arrives in clinical or class after their scheduled time to be present has passed. Three (3) or more documented tardy occurrences during one (1) three (3) month evaluation period shall cause disciplinary action. Absence of one (1) class period equals one (1) tardy. Three (3) tardies equal one (1) day absence.

Class assignments and exams missed must be made up. It is the student's responsibility to meet with the Program Director to review and obtain make-up assignments and make arrangements to take the missed exam. A fee is charged and the receipt is required prior to administration of the exam.

Class and Clinical Rotations

Classes begin in July and end in June of the following year. Classes are scheduled on a regular basis and may be scheduled either in the morning, afternoon, or all day, depending on the courses being taught at the time. A schedule of classes is distributed to students during New Student Orientation (NSO).

Most courses have laboratories and/or clinical experiences taught concurrently with the lecture topics. This approach gives the students hands-on experience and visual reinforcement of the principles learned in the classroom. Labs and clinical schedules are established by the Program Director and the student may be given time to complete some of the laboratory assignments on his/her own, depending on the course and the particular instructor.

Students are required to participate in the clinical setting as scheduled during the entire twelve (12) month class year. Student rotations include the imaging rooms at Baptist Health Medical Center-LR (BHMC-LR), Baptist Health Medical Center-NLR (BHMC-NLR), Arkansas Cardiology, Cardinal Health Radiopharmacy, Central Arkansas Radiation Therapy Institute (CARTI), Jefferson Regional Medical Center, White County Medical Center, White County Oncology Center, Arkansas Children's Hospital, Highlands Oncology (Rogers), and Baptist Health - Fort Smith.

Students are scheduled Monday through Friday. Clinical days are 7:30 a.m. to 4:00 p.m. and class days are 7:30 a.m. to 4:00 p.m. Certain clinical rotations may require the student to arrive at 5:30 a.m. in order to participate in quality control procedures. Students are not required to work weekends, overtime, or take call. If a student desires to remain in the clinical area overtime in order to observe and/or assist with a procedure, compensatory time-off is not given. If necessary, students may request permission from the Program Director to schedule make-up time after 4:00 p.m. in the clinical imaging areas.

Credit Hours

Each required course in the professional curriculum reflects a credit hour value. BHCLR uses the credit hour formula identified in the Academic Information section of the Catalog.

Graduation Requirements

1. Fulfill all Progression and Promotion Criteria;
2. Complete the Student/Graduate Clearance Form and process;
3. Cooperate in the taking of class and individual photo session arranged by school;
4. Participate in the commencement ceremony, in the school-required attire;
5. Provide a Criminal Background Check Record and drug screen as requested;
6. Successful completion of the program of study;
7. Satisfactory demonstration of a minimum level of competency as set forth in the objectives of the Program;
8. Satisfactory performance of the Essential Function; and
9. Satisfactory completion of the required Clinical Competencies including documentation.

Length of Program

The program of study is one academic year and includes forty-four (44) weeks of instruction.

Graduates

Upon completion of the program the student will receive a certificate from Baptist Health, and those who have come from the academic affiliate are eligible to receive a baccalaureate degree. Graduates from the BHCLR School of Nuclear Medicine Technology are eligible to apply for and take national board certification examinations.

Certification

Completion of the program and graduation assures eligibility to apply for national certification with two (2) boards: the Nuclear Medicine Technology Certification Board (NMTCB) and the American Registry of Radiologic Technologists (ARRT-N).

Successful candidates are recognized as registered Nuclear Medicine Technologists, having demonstrated a commitment to maximal quality performance in the profession. The professional signs the credential “CNMT” and RT (N) and has full privileges as a member of the profession.

Program Objectives

In order for a School of Nuclear Medicine Technology to be accredited by the Joint Review Committee on Educational Programs in Nuclear Medicine Technology (JRCNMT), a minimum level of competency in specific areas of knowledge and understanding must be attained by the time the student graduates. These areas are presented in their broadest terms; more information is provided in specific objectives in course syllabi and clinical performance objectives.

Physical Sciences

1. Elementary aspects of the structure of matter with special emphasis on the composition, stability, and energy levels of atomic nuclei.
2. Modes of radioactive decay with special emphasis on beta decay, electron capture, metastable states, isomeric transitions, and internal conversion.
3. Interactions of radiation with matter, with special emphasis on photoelectric, Compton, charged particles, and pair production interactions.
4. Principles of radiation detection and detectors.
5. Collimated radiation detectors with special emphasis on the characteristics of flat-field, focused, parallel-hole, diverging, and pinhole collimators in response to point, line, and plane sources.
6. Electronic instruments such as amplifiers, pulse-height analyzers, scalars, count rate meters, and computers.
7. Principles of other imaging modalities.
8. Statistics of counting random events.
9. Mathematical operations including logarithms and exponential functions.
10. Principles of quality assurance in nuclear medicine.

Radiation Biology, Safety and Protection

1. Biologic effect of radiation exposure.
2. Administrative and technical means of reducing unnecessary radiation exposure to patient, personnel, self, and environment.
3. Principles of absorbed dose calculation.
4. Government regulations regarding exposure and material handling, and ALARA (as low as reasonably achievable).
5. Techniques of measuring levels of radioactive contamination and techniques of decontamination.
6. Techniques of administered dose measurement with regard to minimizing absorbed dose to critical and target organs.

Radiopharmaceuticals

1. Production of radionuclides by reactors and particle accelerators, the use of radionuclide generators, the concept of specific activity, and the special chemical characteristics of the carrier-free state.
2. Formulation of radiopharmaceuticals, including general techniques for preparing agents used in the nuclear medicine laboratory, and performance of quality control procedures, including tests for radiochemical purity, quantitative assay, sterility and pyrogens.
3. Operation of electronic equipment appropriate for radioassay and quality control.
4. Biochemical and physiological properties of radiopharmaceuticals, including the mechanism of localization, alterations in the normal distribution, and the understanding of adverse reactions.

In-Vivo Procedures (Imaging and In-Vivo Laboratory Work)

1. Proper patient care before, during and after the procedures.
2. Cardio-pulmonary resuscitation.
3. Preparation, calculation, identification and administration, where permitted, of prescribed radiopharmaceuticals.
4. Use of imaging devices and external detectors for body organ imaging, time dependent, and differential function studies.
5. Computer applications with emphasis on digital image acquisition, analysis, processing and enhancement, tomographic reconstruction and display.
6. The use of physiologic gating techniques.
7. The performance of imaging and/or function studies of brain, cerebral spinal fluid spaces, thyroid, lung, heart, liver, spleen, kidney, gallbladder, stomach, tumors and abscesses, bones, bone marrow, and other organ systems.

In-Vitro Procedures

1. Management of toxic chemicals, infectious biologic materials, and radionuclides.
2. Operation of laboratory instruments and equipment, including pipettes, centrifuges, calculators, and counters.

Administrative Procedures

1. Inventory control of radiopharmaceuticals and supplies used in nuclear medicine.
2. Scheduling patient studies, including the most appropriate sequence for multiple procedures.
3. Methods used to maintain patients' nuclear medicine records, patient doses, quality control results, and other required records.

Therapeutic Uses of Radionuclides

1. Common therapeutic applications of radionuclides, dose ranges for each application, and proper techniques for calculating quantities of administered radiopharmaceuticals.
2. Patient care, radiation safety, follow-up procedures and disposal of excreta.

Affiliating Colleges and Universities

University of Central Arkansas
Henderson State University

Southern Arkansas University
Arkansas Tech University

Students enrolled at the University of Central Arkansas, Henderson State University, Arkansas Tech University, and Southern Arkansas University are encouraged to consult with the Nuclear Medicine Advisor to assure completion of all general education and specific program prerequisites. All applicants are encouraged to contact the Program Director of the School of Nuclear Medicine Technology during their sophomore year in college for additional information.

Clinical Facilities

Baptist Health - Fort Smith
Baptist Health Medical Center - Little Rock
Baptist Health Medical Center - North Little Rock
Arkansas Cardiology
Arkansas Children's Hospital
Central Arkansas Radiation Therapy Institute (CARTI)
Cardinal Health Nuclear Pharmacy
Highlands Oncology
Jefferson Regional Medical Center
Unity White County Medical Center
Unity White County Medical Center Oncology

Professional Organizations

Society of Nuclear Medicine and Molecular Imaging (SNMMI) – Technologist Section

Professional Curriculum

The curriculum is organized into two (2) semesters and leads to a certificate at the end of the program. During enrollment, students attend approximately 600 hours of didactic (classroom) instruction and 1,000 hours of clinical instruction. Students spend clinical practice time in the Nuclear Medicine departments of Baptist Health Medical Center in Little Rock, Baptist Health Medical Center in North Little Rock, Arkansas Cardiology, Jefferson Regional Medical Center, Children's Hospital and Central Arkansas Radiation Therapy Institute (CARTI), White County Medical Center, and White County Oncology Center. Rotations also include a Radiopharmacy rotation at Cardinal Health Pharmacy and a CT rotation at BHMC-LR. Optional rotations are available at Baptist Health – Fort Smith and Highlands Oncology.

SEMESTER I		CREDITS
SP 0001	Spiritual Perspectives in Healthcare	1
NM 4108	Clinical Practicum I	8
NM 4101	Medical Terminology	1
NM 4604	Instrumentation I	4
NM 4204	Diagnostic Nuclear Medicine I	4
NM 4404	Nuclear Physics /Radiochemistry	4
NM 4201	Medical Ethics and Law	1
NM 4102	Patient Care	2
NM 4504	Radiopharmacy/Radionuclide Therapy	4
Total Credits		29

SEMESTER II		
NM 4203	Diagnostic Nuclear Medicine II	3
NM 4320	Clinical Practicum II	10
NM 4302	Instrumentation II	2
NM 4202	Computed Tomography (CT, PET/CT)	2
NM 4104	Diagnostic Nuclear Medicine III	4
NM 4303	Diagnostic Nuclear Medicine IV	3
NM 4703	Radiation Health Physics	3
NM 4301	Radiobiology	1
NM 4601	Senior Seminars	1
Total Credits		29

Totals: Courses - 18	Credit Hours	58
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Course Descriptions

SP 0001

Spiritual Perspectives in Healthcare

1 Credit Hour

A study of the concept of spiritual perspective of the whole person and the relationship of this to healthcare practice is examined from the perspective of an individual quest for purpose and meaning as well as examination of the major religions as avenues of spiritual expression. This course includes the following number of contact hours: Theory – 15 contact hours.

NM 4404

Nuclear Physics/Radiochemistry

4 Credit Hours

Fundamentals of basic atomic and nuclear physics, including the structure of the atom, modes of radioactive decay, mathematical calculations of radioactivity, passage of charged particles and high energy photons through matter, and the primary and secondary sites of radionuclide production. This course includes the following number of contact hours: Theory –60 contact hours.

NM 4204

Diagnostic Nuclear Medicine I

4 Credit Hours

Comprehensive study of the theory and methodology of imaging the different systems in the body, including rationale and indications for the study, patient preparation, radiopharmaceuticals used, imaging techniques, computer processing applications and diagnostic interpretation. Each section will be correlated with clinical exams performed in the clinical setting. This course includes the following number of contact hours: Theory – 65 contact hours.

NM 4101**Medical Terminology****1 Credit Hour**

Introductory course in the basics of building, spelling and pronouncing medical words designed as a self-directed course. This course includes the following number of contact hours: Theory – 16 contact hours.

NM 4201**Medical Ethics and Law****1 Credit Hour**

Medicolegal and ethical principles involved in the practice of Nuclear Medicine Technology. Topics covered include the code of ethics and the legal implications of negligence and malpractice in the clinical nuclear medicine setting. This course includes the following number of contact hours: Theory – 15 contact hours.

NM 4102**Patient Care****2 Credit Hours**

This course on patient care is presented in individual sections, taught by professionals and specialists in the particular topic. The course covers the principles and techniques of patient care, including cardiopulmonary resuscitation (CPR) certification, patient transport, ECG monitoring, physical assessment, pharmacology, venipuncture and I.V. therapy. Emphasis is placed on skills that are used by the technologist in the clinical setting. This course includes the following number of contact hours: Theory – 38 contact hours and Skills Laboratory – 6 contact hours; 44 total contact hours.

NM 4108**Clinical Practicum I****8 Credit Hours**

Introduction to Clinical Imaging. Students will be evaluated during each assigned clinical rotation during the semester. This course includes the following number of contact hours: Clinical Laboratory – 384 contact hours.

NM 4504**Radiopharmacy/Radionuclide Therapy****4 Credit Hours**

Fundamental principles of radio pharmacology, including radiopharmaceutical preparation and quality control, biochemical and physiological properties of radiopharmaceuticals, methods of localization and alterations of distribution, and the therapeutic use of radionuclides in nuclear medicine. Correlation with the clinical laboratory experience included. This course includes the following number of contact hours: Theory – 60 contact hours.

NM 4604**Instrumentation I****4 Credit Hours**

Principles of operation and quality control of non-imaging nuclear medicine radiation detection equipment to include a section on statistics as they apply to the practice of nuclear medicine technology. Correlation with the clinical experience included. This course includes the following number of contact hours: Theory – 66 contact hours.

NM 4203**Diagnostic Nuclear Medicine II****3 Credit Hours**

Continuation of Diagnostic Nuclear Medicine I. This course includes the following number of contact hours: Theory – 45 contact hours.

NM 4320**Clinical Practicum II****10 Credit Hours**

Intermediate techniques in clinical imaging, radiopharmaceutical preparation, computer techniques and radiation health physics. Students will be evaluated during each assigned clinical rotation during the semester. This course includes the following number of contact hours: Theory – 480 contact hours.

NM 4104**Diagnostic Nuclear Medicine III****4 Credit Hours**

Continuation of Diagnostic Nuclear Medicine II. This course includes the following number of contact hours: Theory – 60 contact hours.

NM 4302**Instrumentation II****2 Credit Hours**

Principles of operation and quality control of collimated imaging radiation detectors. This course includes the following number of contact hours: Theory – 30 contact hours.

NM 4202**Computed Tomography (SPECT, CT, PET/CT)****2 Credit Hours**

Emphasis will be placed on the operation and quality control of both Single Photon Emission Tomography (SPECT), Positron Emission Tomography (PET), and Computerized Tomography (CT). Basic principles and concepts of the modern computer, with emphasis on the application of computers and data processing in the Nuclear Medicine Department. Correlation with the clinical experience included. The (CT) portion of the class will focus on Patient Care - 5 hours, Radiation Safety- 5 hours, Image production- 5 hours, CT Procedures - 5 hours. This course includes the following number of contact hours: Theory –30 contact hours.

NM 4303**Diagnostic Nuclear Medicine IV—Diagnostic Procedures****3 Credit Hours**

Comprehensive study of the theory and methodology of various in vitro procedures. Includes diagnostic imaging studies such as PET/CT tumor imaging, monoclonal antibody imaging, somatostatin-receptor imaging and radiolabeled peptide imaging procedures as well as other oncological diagnostic imaging studies. Correlation with the clinical experience included. This course includes the following number of contact hours: Theory –45 contact hours.

NM 4301**Radiobiology****1 Credit Hour**

Biological effects of the exposure of living tissue to ionizing radiation, including chronic and acute effects, the relative sensitivity and resistance of organ systems, and cellular and systematic response of tissue to radiation. This course includes the following number of contact hours: Theory – 16 contact hours.

NM 4703**Radiation Health Physics****3 Credit Hours**

Principles involved in minimizing exposure to patient, personnel, self and environment are discussed. Included are techniques for measuring levels of radioactive contamination, procedures for decontamination and a general overview of both national and state government regulatory issues regarding exposure and radioactive material handling. Correlation with the clinical laboratory experience included. This course includes the following number of contact hours: Theory – 45 contact hours.

NM 4601**Senior Seminars****1 Credit Hour**

Topics covered include medical informatics, healthcare administration and health sciences research methods as they relate to the field of Nuclear Medicine Technology. This course includes the following number of contact hours: Theory – 20 contact hours.

Program Totals

Total Number of Courses	18
Total Number of Credit Hours	58
Number of Contact Hours (Theory)	626
Number of Contact Hours (Skills Laboratory)	6
Number of Contact Hours (Clinical Rotations)	864
Total Contact Hours	1496

ABHES Educational Effectiveness Outcomes

	Retention Rate	Graduate Placement Rate	Board Passage Rate	Graduate Satisfaction Rate	Employer Satisfaction Rate
2018-2019	100%	100%	100%	5.00/5.00	4.93/5.00
2019-2020	100%	100%	100%	4.33/5.00	4.67/5.00
2020-2021	100%	100%	100%	4.30/5.00	4.60/5.00

History

The Baptist Health College Little Rock – School of Nursing opened in 1920, operated through 1968, closed for nine years, then was reestablished in 1976. Until 2015, the program operated as a diploma program and prepared individuals to become registered nurses.

In 1987, the school added the LPN/LPTN to RN Accelerated Program for licensed practical nurses and psychiatric technical nurses. In 2006, the Accelerated Program in the School of Nursing began accepting qualified certified paramedics to become registered nurses. In July 2015, the school transitioned from a diploma program to a degree program offering an Associate of Applied Science in Nursing (AAS) upon successful completion of the program.

In 1990, the school was extended to Northwest Arkansas, Baptist Health School of Nursing Northwest, under the joint sponsorship of Northwest Medical Center and Washington Regional Medical Center. The off-campus extension grew rapidly and in 1998, ownership of the extension of the school was transferred to Northwest Regional Medical Center and Washington Regional Medical Center.

A southeast Arkansas extension for the LPN/LPTN to RN Accelerated Program (Baptist Health School of Nursing Southeast), sponsored by the Southeast Hospital Consortia and in cooperation with Great Rivers Technical Institute began in January 1997 in McGehee, Arkansas and operated until December 2007.

Beginning with its first establishment in 1920, the school has served the healthcare community by providing a quality educational program which prepares the graduate for direct, first-time entry into the profession as a registered nurse.

Mission Statement

The BHCLR School of Nursing shapes the health of Arkansans by educating and mentoring nursing students with excellence and Christian compassion.

Philosophy

Baptist Health College Little Rock – School of Nursing, as an educational unit owned and operated by Baptist Health Medical Center-Little Rock, supports the Baptist Health philosophy, Belief, Mission, Values, and Vision Statement and those affiliating institutions and communities of interest. The school strives to prepare graduates who demonstrate professionalism by practicing in hospitals and other contemporary healthcare environments with awareness of health needs of the local, regional, national, and global communities.

The faculty accomplishes this purpose in the context of Christian values and the following beliefs: Nursing is a value-directed, culturally sensitive, caring profession which embodies advocacy for the consumer and the healthcare system to improve the quality and delivery of healthcare within ethical principles and legal standards of safe practice. As a leader in the healthcare system, the nurse focuses on human needs, and facilitates achievement of optimum wellness in individuals, families, and groups. The nurse cares for individuals across the lifespan by intervening to meet healthcare needs according to the Quality and Safety Education for Nurses (QSEN) competencies.

Education is the formal and informal experience(s) which incorporates past and newly acquired knowledge, skills, attitudes, and values to affect behavioral change. The process of learning is lifelong and is unique to each individual. Learning occurs with each life experience and is influenced by the developmental level and motivation of the learner. The methodology for teaching nursing best practice is the use of critical thinking, and clinical reasoning to support clinical judgement as the interdependent problem solving method(s) inherent in nursing. The nurse is an integral part of the decision making of the

multidisciplinary approach of the healthcare team. Professional nursing practice requires specialized education incorporating research and evidence-based theoretical knowledge from nursing, medical, behavioral, physical, and natural sciences.

Professional nursing education involves progressive experiences which promote personal and professional development. This education is best acquired in a caring, nurturing environment characterized by opportunities for creativity and self-direction. The faculty is committed to providing an environment which enhances the acquisition of knowledge, skills, attitudes, and values while pursuing customer satisfaction and continuous improvement for individuals from the time of admission through graduation. The program of study provides a framework for progressing the student through a specialized curriculum, which integrates policies, classroom instruction, computer learning activities, skills laboratory practice, utilization of a learning management system (LMS), with clinical laboratory practices to optimize the professional development of the student. Therefore, the faculty plans, implements, and evaluates an educational program which includes an organized curriculum, academic advising, counseling services, utilization of LMS, student development, and student government. The faculty is committed to demonstrate scholarship, evidence-based teaching and clinical practices which are implemented in classroom, skills laboratories, clinical, and distance/hybrid teaching methodologies and to establish a supportive, nurturing environment for students.

Goal

Baptist Health College Little Rock – School of Nursing exists to prepare a graduate who demonstrates critical reasoning and judgement, and a commitment to the nursing profession by continuing personal and professional growth and by serving the community as a competent healthcare advocate, leader, manager, provider and teacher.

Academic Calendar

School of Nursing – Accelerated, Fall 2021	
Courses Begin	July 06
Fall Break	September 20-24
Thanksgiving Break	November 25-26
Courses End	December 10
Commencement	December 13

School of Nursing – Accelerated, Spring 2022	
Courses Begin	January 03
Spring Break	March 21-25
Courses End	June 10
Commencement	June 13

Application Deadline

Individuals who are applying to the LPN/LPTNs and Certified Paramedics Accelerated track of BHCLR - School of Nursing program, beginning in January, must have their application file complete on or before November 1st of the specified year.

BHCLR operates under rolling admissions and applicants are considered for admissions as their files become complete. As a result, applicants completed at or near the deadlines are considered on a space-available basis.

Application Requirements

Application requirements include satisfactory completion of application requirements as identified in both the Applicant & Admission section and school specific section of the Catalog. Completion of the application requirements is required before the applicant file is reviewed by the Selection Committee. Completion of the application process does not guarantee selection/admission into the program.

Application requirements are:

1. Applicants must be high school graduates or have a GED prior to the program start date. Please note that these are minimum requirements and applicants are ranked according to academic criteria;
2. Official transcripts from ALL educational institutions attended. All includes colleges, universities, vocational schools, private schools, military schools, private career schools, etc.;
3. The ATI TEAS exam is required with a 60% required and a 65% preferred. The ATI TEAS Entrance Exam with a 60% minimum composite score and a 58.7% minimum Reading subset score. A 65% composite score is preferred. ATI TEAS scores must be no more than two (2) years old.
4. Or, ACT minimum composite score of 19 or above and a minimum score of 19 or above in the Reading subset. ACT test scores must be no more than ten (10) years old. BHCLR “superscores” the ACT by using the highest subset scores from each test to calculate the composite score.

Licensed Practical Nurses (LPNs) or Licensed Vocational Nurses (LVNs) and Licensed Psychiatric Technician Nurses (LPTNs) are offered the Accelerated Track of study to become registered nurses. These applicants are required to complete the same application process as other applicants. In addition, they are required to provide a career portfolio that includes information related to their work experience, educational experience, and evidence of an unencumbered (i.e.: no action against the privilege to practice) Arkansas license. Individuals interested in this opportunity may contact the school for additional information 501-202-6200 or 1-800-345-3046.

Arkansas Certified Paramedics (ACP), which are Nationally Registered, may apply for selection to enter the LPN/LPTN to RN Accelerated curriculum at BHCLR - School of Nursing. Qualifying paramedics are required to fulfill the same application requirements and all entry requirements as the other applicants. In addition they are required to achieve a score of a “C” or above on the Excelsior Fundamental of Nursing Examination and complete specific skill modules and laboratory check-off.

Licensed Practical Nurses (LPN), Licensed Psychiatric Technician Nurses (LPTN), Licensed Vocational Nurses (LVN) and Arkansas Certified Paramedics (ACP) applying for the Accelerated Track follow the same application process as applicants for the Traditional Track.

1. Applicants must be high school graduates or have a GED prior to the program start date. Please note that these are minimum requirements and applicants are ranked according to academic criteria;
2. Official transcripts from ALL educational institutions attended. All included colleges, universities, vocational schools, private schools, military schools, private career schools, etc.
3. The ATI TEAS exam is required with a 60% required and a 65% preferred. The ATI TEAS Entrance Exam with a 60% minimum composite score and a 58.7% minimum Reading subset

score. A 65% composite score is preferred. ATI TEAS scores must be no more than two (2) years old.

4. Or, ACT minimum composite score of 19 or above and a minimum score of 19 or above in the Reading subset. ACT test scores must be no more than ten (10) years old. BHCLR “superscores” the ACT by using the highest subset scores from each test to calculate the composite score.
5. Current unrestricted Arkansas LPN or LPTN license, if out of state, individual must apply to the Arkansas State Board of Nursing for license;
6. Personal interview as requested;
7. Documentation of employment as a LPN/LPTN or Paramedic for a minimum of 6 months is preferred;
8. Paramedic to RN additional requirements;
Arkansas Paramedic certification required;
Achieve a score of “C” or above on Excelsior Fundamentals of Nursing Examination;
9. Documented completion of a minimum of English Composition I, College Algebra, Anatomy and Physiology I and an additional science course, with an official transcript reflecting final grades of “C” or greater.

Remaining general education courses are taken as co-requisites with the nursing curriculum and may be completed during Spring, Summer and Fall semesters. BHCLR works cooperatively with Geneva College - Portage Division * for evening or online classes as offered. Refer to the schedule of classes.

Transfer credits are accepted as identified in the Catalog. Applicants are referred to the schools’ Transfer Credit Guide available online at <http://www.bhclr.edu/student-services/course-transfer-guide/>.

Selection Committee

The school selects applicants for entry throughout the year by maintaining a continuous selection process. Thus, the selection of applicants for entry occurs throughout the calendar year. The Selection Committees I, II, and III review and consider each completed applicant file on an individual basis for selection after all required application materials are received. The committees meet regularly throughout the calendar year to select applicants for first time entry or reentry. Applicants preferring a particular year should have their applicant file completed as soon as possible. Applicants are notified by a U.S. mailed letter of the decision regarding their application for selection.

Selection Process

The Selection I Committee reviews the Traditional Track and the Traditional Track + Gen. Ed. Prep applicant files; the Selection II Committee reviews the Accelerated Track for LPN/LPTN and Certified Paramedics applicant files, and Selection III reviews reentry and transfer applicant files.

The selection process includes a thorough review of the completed applicant file. Each applicant is scored according to established criteria reflected on the Applicant Rating Form. If a qualified applicant is not included in the selected class number, alternate status may be assigned.

Selected applicants not registering, who seek entry at a later date, have no preferential status and are reconsidered at the same time as new applicants for the next class. Selected applicants, who enter later than one (1) calendar year after initial selection, are required to update their applicant file.

Admission to Accelerated Track

The school supports and participates in the Arkansas Nursing Articulation Model. The Accelerated Track, designed for licensed practical nurses (LPN/LPTN), may enter at the Sophomore Semester I level after selection for entry. Arkansas Certified Paramedics (ACP) may also enter at the Sophomore Semester I level after selection for entry. Applicants for the Accelerated Track must meet all application and entry requirements published in the Catalog.

Credit by Examination

See Applicant and Admission Information.

Entry Requirements

Fulfillment of entry requirements includes satisfactory completion of entry requirements as identified in the Applicant and Admission section of the Catalog. Immunization and Tuberculin Testing information can be found in the Applicant and Admission Information section of the Catalog. Selected applicants qualify for entry and registration for courses through fulfillment of all entry requirements.

Reentry Requirements - Accelerated

1. If a student applies for reentry to begin study within one calendar year of the official date of withdrawal, the student will reenter the curriculum as determined by the appropriate Selection Committee or Program Director.
2. If a student applies for reentry to begin instruction after one calendar year of the official date of withdrawal, the student will only be considered for entry into the first semester of the program of study.
3. A student applying for reentry may be eligible to return to study the next immediate semester or may be required to pause-out for one semester before resuming study depending on the program of study and the selection committee recommendation.
4. Reentry students must complete required remediation materials as outlined in the student's reentry requirements.
5. If a student has reentered a program of study and is unsuccessful, the student will not be eligible to apply for reentry into the same program of study a second time.
6. Reentry is not guaranteed. Students must meet established criteria, are evaluated and rated for reentry and space must be available.

Essential Functions

Essential functions, established by the school, are capabilities that must be demonstrated by the student. Student requirements are reflected in the ability to engage in educational and training activities in such a way that they shall not endanger other students, the public or patients. The essential functions for nursing include:

1. Observation:

I am able to see and read printed materials including but not limited to clinical documents, course materials, and computer screens.

I am able to visually observe patients and the patient's environment.

I require the use of glasses/contacts and wear them when necessary.

2. Speech/Hearing:

I am able to speak clearly and be understood.

I am able to hear and interpret voices as well as loud, soft or muffled sounds.

3. Physical Abilities/Fine Motor Touch:

I am able to walk, lift in excess of 50 lbs., push, pull, reach, sit and stand for long periods of time when necessary.

I am able to move heavy objects by bending, stooping, reaching or moving side to side.

I am able to use my fingers for fine motor dexterity and manipulating small objects, etc.

I am able to gather information (ex: temperature) by using the sense of touch.

I am physically able to work on or with equipment following proper training.

I have physical use of all of the following: fingers, hands, arms, feet, legs, back and neck.

4. Intellectual/ Conceptual/ Cognitive:

I am able to do basic mathematical calculations (add, subtract, multiply, divide).

I am able to recognize emergency situations and take appropriate actions as taught.

I am able to comprehend and process verbal and written information.

I am able to organize and prioritize job tasks.

5. Communication / Behavior:

I am able to read and write.

I am able to verbally communicate in the English language.

I am able to legibly communicate in writing using the English language.

I am able to assess or interpret non-verbal communication such as facial expressions, hand signals for help, etc...

I am able to demonstrate and maintain psychological and emotional stability.

I am willing and able to behave in a professional and respectful manner.

I am willing and able to comply with the Baptist Health Values: Service, Honesty, Respect, Stewardship and Performance.

I am willing and able to follow all expectations, policies and procedures outlined by the school.

I am able to follow organizational policies which maintain safety for patients, self, and others.

Entrance Date

The entrance dates are reflected on the School Calendar herein presented in this portion of the Catalog under Admissions. Students are notified when receiving their acceptance letter of the entrance (Orientation) date for the beginning of the school year.

Academics

The program of study is composed of required courses in general education, sciences, and nursing. It is designed to assist the student in achieving the program outcomes by graduation. The student begins study by learning skills supported by fundamental classroom theoretical knowledge and principles. Based on that foundation, the student progresses with additional knowledge, skills, and principles with increasing complexity, through the subsequent semesters. The student graduates from the program of study with critical thinking capability and the ability to manage complex situations related to patient care.

The student progresses and promotes through the program of study by completing each required course with at least a minimum final grade of “C”. In nursing courses, minimum final grades of “C” in theory and satisfactory “S” in nursing skills laboratory and clinical laboratory are required. The student must meet all requirements of each nursing course in order to progress. Passing in all university and/or college courses is determined according to the policies of the respective institution. A final theory grade of “C” is required by BHCLR for all university and college courses. Academic progress is determined using classroom theory, clinical laboratory, and nursing skills laboratory grading scales. Classroom theory grading scale is published in the Academic Information section of the Catalog. Any course grading scale that deviates from the academic information is published in the specific course syllabus.

Clinical Laboratory and Nursing Skills Laboratory:

<u>Rating Symbol</u>	<u>Quality</u>
S	Satisfactory
U	Unsatisfactory
I	Incomplete
NA	Not Applicable
NO	Not Observed
ONA	Opportunity Not Available

Incomplete Grades and Course Make – Up Work

The opportunity to complete an incomplete grade or make-up missed work including examinations may be available to the student. The ability to complete incomplete makeup course work is determined by policy. The student’s follow-through with policy regarding attendance, the student’s previous attendance records and academic progress will be considered when making this decision. Fees are charged to cover the program’s expenses associated with grading, clinical make-up time, nursing skills laboratory make-up time, examination preparation, proctoring, and recording.

Attendance and Method of Delivery

The program is a residential-blended program of study. Regular and prompt attendance is required. Attendance and specific requirements are published in programmatic student handbooks and course syllabi.

Class and Clinical Rotations

Classes are scheduled on a regular basis and are usually Tuesday through Friday, 8:00 am – 4:30 pm unless otherwise scheduled on course calendars. A class schedule is provided during orientation. Selected courses have clinical laboratories taught concurrently with lecture topics. This approach provides students hands-on experience and visual reinforcement of the principles learned in the classroom. Laboratory rotations are scheduled by the program faculty and may occur Tuesday – Friday and/or weekends. The time for clinical experiences varies per course.

School Day

A typical school day is from 8:00 am – 5:00 pm Tuesday through Friday for the classroom. Clinical rotations vary and are scheduled by the faculty.

Credit Hours

Each required course in the professional curriculum reflects a credit hour value. BHCLR uses the credit hour formula identified in the Academic Information section of the Catalog.

Educational Plans and Promotion

On entry, each student receives an educational plan of study. The plan must be followed to ensure completion and graduation on the scheduled date. There must be no deviations from the plan without the Registrar and respective Coordinator's prior approval.

Promotion from one classification to another is dependent on the student complying with the educational plan and in fulfilling all requirements for each level of study in the program.

Graduation Requirements

Graduation is dependent on the student's fulfillment of the following school requirements and officially occurs on the date of completion verification:

1. Satisfactorily complete the program of study,
2. Settle all financial obligations,
3. Complete the clearance process,
4. Complete required community service,
5. Complete the educational plan as scheduled,
6. Successfully complete a comprehensive NCLEX-RN review course approved by the program,
7. Provide school approved photograph for the graduate composite picture, and
8. Submit completed Sophomore II exit forms.

Length of Program

The Accelerated Track for LPN/LPTN and Certified Paramedics program of study is one academic year and includes forty-four (44) weeks of instruction.

Graduates

Completion of the program of study and graduation assures eligibility to apply for the National Council Licensure Examination for Registered Nurses (NCLEX-RN).

Licensure

Successful candidates on the NCLEX-RN are recognized as Registered Nurses, having demonstrated competency and quality performance in the profession.

However, persons that have pleaded guilty or nolo contendere to, or been found guilty of an offense listed in **ACA § 17-87-312. Criminal background checks** in the Nurse Practice Act of the State of Arkansas* may not be eligible to receive or hold a license issued by the Arkansas State Board of Nursing.

Graduation from Baptist Health College Little Rock – School of Nursing does not assure the Arkansas State Board of Nursing's approval to take the licensure examination. For detailed information, please see the Applicant and Admissions section of this catalog.

End of Program Student Learning Outcomes

1. Integrate theoretical knowledge, clinical decision making, and the nursing process to plan client-centered care in a variety of healthcare settings across the lifespan.
2. Utilize a culturally competent, holistic approach to execute evidence-based, client-centered education and care in a variety of healthcare settings to individuals across the lifespan.
3. Coordinate client-centered care according to ethical principles and legal standards to promote a culture of safety.
4. Exemplify professional nursing skills, attitudes and behaviors while managing, collaborating, and communicating with the client and multidisciplinary healthcare team.
5. Interpret client data and utilize technology to support decision making and improve safety and quality of care.
6. Utilize the principles of pharmacology when providing nursing care for clients across the lifespan.

Standardized Testing for Progression and Arkansas State Board of Nursing Verification

Students enrolled in all levels of the program are required to complete ATI Benchmark testing in numerous courses and achieve a Level One or better to successfully complete the course and progress in the program.

In addition, Sophomore II students are required to take the ATI RN Comprehensive Predictor Exam and successfully meet the benchmark score of 95% predictability. If a student does not meet the benchmark, the student will not be verified and released to the Arkansas State Board of Nursing until the student receives a “Green Light” from the Virtual ATI NCLEX Review Course.

Student Retention

The school strives to retain all who enter for the purpose of preparing as many qualified graduates as possible. The Student Retention Committee has established an advisement plan that can be utilized by faculty in academic advisement of students.

Affiliation and Cooperative Agreements

BHCLR facilitates sharing of information concerning additional educational opportunities with other colleges and universities. Students may meet individually with representatives of these institutions for specific information regarding educational mobility.

Cooperative Agreements

The BHCLR - School of Nursing works cooperatively with Arkansas Tech University (ATU), University of Arkansas (U of A), University of Arkansas for Medical Sciences (UAMS), and University of Central Arkansas (UCA) to offer licensed BHCLR – School of Nursing graduates opportunities to complete a Bachelor of Science in Nursing degree. The cooperative agreements are web-based and student-friendly programs of study. For more detailed information, see the institutional website.

Professional Fees

Professional fees are payable to outside vendors and are expenses associated with National Council Licensure Examination-Registered Nurse (NCLEX-RN) application, Arkansas State Board of Nursing (ASBN) application, and the temporary permit fee.

Professional Organizations

Students are encouraged to join the National Student Nurses' Association.

Professional Curriculum

The professional curriculum is offered to traditional non-licensed individuals and to licensed individuals. An associate of applied science degree with a major in nursing is granted upon graduation. A student enrolled in the Accelerated Track for LPN/LPTN and Certified Paramedics is required to have a total of seventy two (72) credits to complete the track: one (1) credit for Spiritual Perspectives in Healthcare; thirty-one (31) credits for the required general education and science courses; twenty-nine (29) nursing course credits; and the remaining twelve (12) credits associated with the freshman and sophomore nursing courses are granted gratis at graduation and recorded on the official transcript. After successful completion of the seventy-two (72) credits the student may qualify academically for graduation candidacy.

Freshman Credit by Validation ^a Total: 12

General Education	31
* Human Anatomy and Physiology I (Transfer)	4
* Human Anatomy and Physiology II (Transfer)	4
* Fundamental Chemistry I (Transfer)	4
* Microbiology (Transfer)	4
* English Composition I (Transfer)	3
* English Composition II (Transfer)	3
* Psychology (Transfer)	3
* College Algebra (Transfer)	3
* Computer Concepts/Sociology (Transfer)	3

SEMESTER I (Sophomore I) **Total: 17**

* NSG 2308 Professional Nursing Transition/Adult Nursing II	8
* NSG 2307 Women's and Children's Health	7
* NSG 2301 Pharmacology II	1
* SPRN 0001 Spiritual Perspectives in Healthcare	1

SEMESTER II (Sophomore II) **Total: 12**

* NSG 2407 Adult Nursing III	7
* NSG 2304 Mental Health	4
* NSG 2401 Pharmacology III for Accelerated Students	<u>1</u>

Total Program Credits: Accelerated Track for LPN/LPTN and Certified Paramedics:

Nursing:	29 Credit Hours
Validation:	12 Credit Hours
General Education:	<u>31 Credit Hours</u>
Total:	72 Credit Hours

^a Credit by validation for LPN/LPTN or Certified Paramedic courses is reflected on the official school transcript upon successful completion of the program.

Course Descriptions

Fall 2020 – Spring 2021:

Due to the COVID 19 pandemic, courses in the Nursing – Accelerated program will be offered as residential-blended (hybrid) courses on a temporary basis as recommended by the Arkansas Department of Health.

SPRN 0001

Spiritual Perspectives in Healthcare

1 Credit Hour

The course provides a holistic, Christian-based approach in creating awareness and understanding about: 1) one's own belief system; 2) the spiritual needs of patients; 3) methodologies of spiritual care for patients, and 4) world religions and religious practices specifically as they relate to delivery of healthcare. The course includes the following number of contact hours: Theory - 15 contact hours.

[The above course may be offered to a limited number of qualified students as a residential-blended (hybrid) course which is described in the Academic section of this catalog.]

NSG 2308 Professional Nursing Transitions/Adult Nursing II

8 Credit Hours

This course introduces the LPN/LPTN and Paramedic to the different roles, concepts, knowledge, and skills of the RN. Considering previously acquired knowledge and experience of the LPN/LPTN and Paramedic, course content and clinical laboratory experiences are abbreviated. Course content includes incorporation of professional role behavioral changes, cultural concepts, legal/ethical issues, therapeutic communication, delegation, physical assessment, nursing process, pathophysiology, medical management, and nursing care for disorders experienced by the adult medical-surgical client. Clinical laboratory experiences are correlated with classroom instruction by focusing on the nursing process, physical assessment of the adult medical-surgical client, selected nursing skills, intravenous catheter insertion, and safe administration and calculation of medications and intravenous solutions. This twenty-two (22) week course includes the following number of contact hours: Theory: 100 contact hours, Clinical Laboratory: 70 contact hours, Nursing Skills Laboratory: 14 contact hours; for a total of 184 contact hours.

[The above course may be offered to a limited number of qualified students as a residential-blended (hybrid) course which is described in the Academic section of this catalog.]

NSG 2307 Women's and Children's Health

7 Credit Hours

This course focuses on the continuum of care beginning with women's health issues and continuing through pediatric health care. The impact upon the family as a whole is incorporated throughout the course. Considering previously acquired knowledge and experience of the LPN/LPTN and Paramedic, course content and clinical laboratory experiences are abbreviated. Course content includes gynecological issues; antepartal, intrapartal, and postpartal care; genetics, pediatric growth and development; pediatric disease process; and age-specific health teaching. The psychosocial and cultural aspects of caring for women, children, and childbearing families are an important focus of study. Clinical laboratory experiences correlate with classroom instruction through the utilization of critical thinking and the implementation of the nursing process for women, children, and their families. A variety of clinical settings are utilized. The twenty-two (22) week course includes the following number of contact hours: Theory: 95 contact hours, Nursing Skills Laboratory: 8 contact hours, Clinical Laboratory: 60 contact hours for a total of 163 contact hours.

[The above course is a residential-blended (hybrid) course which is described in the Academic section of this catalog.]

NSG 2301 Pharmacology II**1 Credit Hours**

This course focuses on the concepts of dosage calculation and safe medication administration across the life span. Considering previously acquired knowledge and experience of the LPN/LPTN and Paramedic, course content is abbreviated. The focus of this course is to use the nursing process and the integration of pharmacological concepts across the lifespan with emphasis on safe medication administration to the adult and pediatric client. This twenty-two (22) week course includes the following number of contact hours: Theory – 25; and Clinical Laboratory – 0; for a total of 25 contact hours.

[The above course is a residential-blended (hybrid) course which is described in the Academic section of this catalog.]

NSG 2407 Adult Nursing III**7 Credit Hours**

This course focuses on the nursing care of the adult client with multiple problems in the acute, chronic, and critical care setting while incorporating the professional roles in nursing practice to further expand the knowledge base. The care of the adult client will be addressed with an emphasis on pathophysiology, medical management and nursing care. Other course content will include the foundation, tools and processes of professional nursing practice. This course incorporates evidence-based practice and management of care. Selected complex medical-surgical nursing skills are demonstrated and practiced in the nursing skills laboratory. Clinical laboratory experiences correlate with classroom instruction by focusing on the nurse as a leader who utilizes the nursing processes and critical thinking to care for groups of clients and their families in a variety of health care settings, as well as practicing select complex nursing skills, safe medication administration, and dosage calculation while adapting interpersonal relationship skills and practicing professionalism. Considering previously acquired knowledge and experience of the LPN/LPTN or Paramedic to RN student, content and clinical laboratory experiences will be amended to meet the needs of that student population. Each student must fulfill all clinical requirements including validation of the nursing knowledge base by achieving a minimum score of 850 on the Health Education Systems Incorporated (HESI) examination within four (4) attempts. The twenty-two (22) week course includes the following number of contact hours: Theory - 80; Clinical Laboratory - 124 and Nursing Skills Laboratory - 8; for a total of 232 contact hours.

NSG 2304 Mental Health**4 Credit Hours**

This course focuses on nursing care of clients and families who are experiencing mental health problems throughout the life cycle. Considering previous acquired knowledge and experience of the LPN/LPTN and Paramedic, the course content and clinical laboratory experiences are abbreviated. Course content is organized to expand the knowledge base related to understanding psychiatric issues, introduce nursing care of clients diagnosed with mental health disorders, and explore special topics. Foundational issues include historical/legal/ethical perspectives, theoretical frameworks for care, anxiety and crisis principles, stress adaptation and management, psychosocial growth and development, human sexuality and suicidal crisis. Clinical laboratory experiences correlate with classroom instruction by focusing on utilization of critical thinking in the nursing process for care of clients and their family in hospitals, community agencies, and other non-traditional settings. Students observe and participate in a variety of treatment modalities. The twenty-two (22) week course includes the following number of contact hours: Theory: 65 contact hours, Clinical Laboratory: 34 contact hours for a total of 99 contact hours.

[The above course is a residential-blended (hybrid) course which is described in the Academic section of this catalog.]

NSG 2401 Pharmacology III for Accelerated Students**1 Credit Hour**

This course focuses on concepts of dosage calculation and safe medication administration for the adult client. Fundamental to this course is to use the nursing process and the integration of pharmacological

concepts for the adult client with emphasis on safe medication administration to the adult client in acute, critical, and mental health care. The twenty-two (22) week course includes the following number of contact hours: Theory: 25 contact hours for a total of 25 contact hours.

[The above course is a residential-blended (hybrid) course which is described in the Academic section of this catalog.]

Program Totals

Total Number of Courses	16
BHCLR Courses	7
Transfer General Education Courses	9
Total Number of Credit Hours	72
BHCLR Credits by Validation	12
BHCLR Credit Hours	29
Transfer General Education Credit Hours	31
Number of Contact Hours (Theory)	405
Number of Contact Hours (Clinical Laboratory)	288
Number of Contact Hours (Skills Laboratory)	30
Total Contact Hours	723

ABHES Educational Effectiveness Outcomes

The Baptist Health College Little Rock- School of Nursing provides to the general public, prospective students and current students accurate and consistent information in its catalog. To support information in preceding pages, the following information is provided:

	Retention Rate	Graduate Placement Rate	Board Passage Rate*	Graduate Satisfaction Rate	Employer Satisfaction Rate
2017-2018	82%	88%	91%	4.6 / 5.0	4.4 / 5.0
2018-2019	79%	87%	92%	4.1 / 5.0	4.2 / 5.0
2019-2020	95%	79%	90%	4.1 / 5.0	4.5/5.0

*Any Attempt

Arkansas State Board of Nursing Board Passage Outcomes

	Board Passage Rate**
2017-2018	78.7%
2018-2019	78.1%
2019-2020	72.2%

**First Attempt

SCHOOL OF NURSING – TRADITIONAL

History

The Baptist Health College Little Rock – School of Nursing opened in 1920, operated through 1968, closed for nine years, then was reestablished in 1976. Until 2015, the program operated as a diploma program and prepared individuals to become registered nurses.

In 1987, the school added the LPN/LPTN to RN Accelerated Program for licensed practical nurses and psychiatric technical nurses. In 2006, the Accelerated Program in the School of Nursing began accepting qualified certified paramedics to become registered nurses. In July 2015, the school transitioned from a diploma program to a degree program offering an Associate of Applied Science in Nursing (AAS) upon successful completion of the program.

In 1990, the school was extended to Northwest Arkansas, Baptist Health School of Nursing Northwest, under the joint sponsorship of Northwest Medical Center and Washington Regional Medical Center. The off-campus extension grew rapidly and in 1998, ownership of the extension of the school was transferred to Northwest Regional Medical Center and Washington Regional Medical Center.

A southeast Arkansas extension for the LPN/LPTN to RN Accelerated Program (Baptist Health School of Nursing Southeast), sponsored by the Southeast Hospital Consortia and in cooperation with Great Rivers Technical Institute began in January 1997 in McGehee, Arkansas and operated until December 2007.

Beginning with its first establishment in 1920, the school has served the healthcare community by providing a quality educational program which prepares the graduate for direct, first-time entry into the profession as a registered nurse.

Mission Statement

The BHCLR School of Nursing shapes the healthcare of Arkansans by educating and mentoring nursing students with excellence and Christian compassion.

Philosophy

BHCLR-SN, as an educational unit owned and operated by BHMC-LR, supports the Baptist Health philosophy, Belief, Mission, Values, and Vision Statement and those affiliating institutions and communities of interest. The school strives to prepare graduates who demonstrate professionalism by practicing in hospitals, and other contemporary healthcare environments with awareness of health needs of the local, regional, national, and global communities.

The faculty accomplishes this purpose in the context of Christian values and the following beliefs: Nursing is a value-directed, culturally sensitive, caring profession which embodies advocacy for the consumer and the healthcare system to improve the quality and delivery of healthcare within ethical principles and legal standards of safe practice. As a leader in the healthcare system, the nurse focuses on human needs, and facilitates achievement of optimum wellness in individuals, families, and groups. The nurse cares for individuals across the lifespan by intervening to meet healthcare needs according to the Quality and Safety Education for Nurses (QSEN) competencies.

Education is the formal and informal experience(s) which incorporates past and newly acquired knowledge, skills, attitudes, and values to affect behavioral change. The process of learning is lifelong and is unique to each individual. Learning occurs with each life experience and is influenced by the developmental level and motivation of the learner. The methodology for teaching nursing best practice is the use of critical thinking, and clinical reasoning to support clinical judgement as the interdependent

problem solving methods(s) inherent in nursing. The nurse is an integral part of the decision making of the multidisciplinary approach of the healthcare team. Professional nursing practice requires specialized education incorporating research and evidence-based theoretical knowledge from nursing, medical, behavioral, physical, and natural sciences.

Professional nursing education involves progressive experiences which promote personal and professional development. This education is best acquired in a caring, nurturing environment characterized by opportunities for creativity and self-direction. The faculty is committed to providing an environment which enhances the acquisition of knowledge, skills, attitudes, and values while pursuing customer satisfaction and continuous improvement for individuals from the time of admission through graduation. The program of study provides a framework for progressing the student through a specialized curriculum, which integrates policies, classroom instruction, computer learning activities, skills laboratory practice, utilization of a learning management system (LMS), with clinical laboratory practice to optimize the professional development of the student. Therefore, the faculty plans, implements, and evaluates an educational program which includes an organized curriculum, academic advising, counseling services, utilization of LMS, student development, and student government. The faculty is committed to demonstrate scholarship, evidence-based teaching and clinical practices which are implemented in classroom, skills laboratory, clinical, and distance/hybrid teaching methodologies to establish a supportive, nurturing environment for students.

Goal

Baptist Health College Little Rock – School of Nursing exists to prepare a graduate who demonstrates critical reasoning and judgement, and a commitment to the nursing profession by continuing personal and professional growth and by serving the community as a competent healthcare advocate, leader, manager, provider and teacher.

Academic Calendars

School of Nursing - Traditional Fall 2021	
Nursing Traditional – Courses Begin	July 06
General Education Prep – Courses Begin	August 24
Fall Break	September 21-25
Nursing Traditional – Courses End	December 11
Commencement	December 14

School of Nursing – Traditional Spring 2022	
Nursing Traditional – Courses Begin	January 04
General Education Prep – Courses Begin	January 19
Spring Break	March 22-26
Nursing Traditional – Courses End	June 11
Commencement	June 14

Application Deadlines

Traditional Track

Individuals who are applying to the three semester track of the BHCLR – School of Nursing program, beginning in January and July, must have their application submitted by November 1 with file complete on or before November 15, or submitted by May 1 with file complete on or before May 15th of the specified year.

BHCLR nursing programs operate under a rolling admissions model. Applicants are considered for admissions as their files become complete. As a result, applicants completed at or near the deadlines are considered on a space-available basis.

Traditional Track + Gen. Ed. Prep

Individuals who are applying to the General Education Prep + 3 semester nursing track of BHCLR - School of Nursing program, beginning in January and August, must have their application submitted by November 1 with file complete on or before November 15, or submitted by May 1 with file complete on or before May 15th of the specified year.

BHCLR nursing programs operate under a rolling admissions model. Applicants are considered for admissions as their files become complete. As a result, applicants completed at or near the deadlines are considered on a space-available basis.

Application Requirements

Application requirements include satisfactory completion of application requirements as identified in both the Applicant & Admission section and school specific section of the BHCLR Catalog. Completion of application requirements is required before the applicant file is reviewed by a Selection Committee. Completion of the application process does not guarantee selection/admission into the program.

Application requirements are:

1. Applicants must be high school graduates or have a GED prior to the program start date. Please note that these are minimum requirements and applicants are ranked according to academic criteria;
2. Official transcripts from ALL educational institutions attended. All includes colleges, universities, vocational schools, private schools, military schools, private career schools, etc.;
3. Completion of the ATI TEAS exam with a minimum composite score of 60% and a preferred composite score of 65%, as well as a minimum reading score of 58.7%.

OR

Completion of the ACT exam with a minimum composite score of 19 AND a minimum Reading subset score of 19.

Selection Committees

The school selects applicants for entry throughout the year by maintaining a continuous selection process. The Selection Committees I, II, and III review and consider each completed applicant file on an individual basis after all required application materials are received. The committees act throughout the calendar year to select applicants for first-time entry and reentry.

Selection Process

The Selection I Committee reviews the Traditional Track and the Traditional Track + Gen. Ed. Prep applicant files; the Selection II Committee reviews the Accelerated Track for LPN/LPTN and Certified Paramedics applicant files, and Selection III reviews reentry and transfer applicant files.

The selection process includes a thorough review of the completed applicant file. Each applicant is reviewed according to established criteria reflected on the Applicant Rating Tool. If a qualified applicant is not included in the selected class number, alternate status may be assigned.

Selected applicants not registering, who seek entry at a later date, have no preferential status and are reconsidered at the same time as new applicants for the next class. Selected applicants, who enter later than one (1) calendar year after initial selection, are required to update their applicant file.

Credit by Examination

See Applicant and Admission Information.

Entry Requirements

Fulfillment of entry requirements includes satisfactory completion of entry requirements as identified in the Applicant and Admission section of the Catalog. Immunization and Tuberculin Testing information can be found in the Applicant and Admission Information section of the Catalog. Selected applicants qualify for entry and registration for courses through fulfillment of all entry requirements.

Reentry Requirements - Traditional

1. If a student applies for reentry to begin study within one calendar year of the official date of withdrawal, the student will reenter the curriculum as determined by the appropriate Selection Committee or Program Director.
2. If a student applies for reentry to begin instruction after one calendar year of the official date of withdrawal, the student will only be considered for entry into the first semester of the program of study.
3. A student applying for reentry may be eligible to return to study the next immediate semester or may be required to pause-out for one semester before resuming study depending on the program of study and the selection committee recommendation.
4. Reentry students must complete required remediation materials as outlined in the student's reentry requirements.
5. If a student has reentered a program of study and is unsuccessful, the student will not be eligible to apply for reentry into the same program of study a second time.
6. Reentry is not guaranteed. Students must meet established criteria, are evaluated and rated for reentry and space must be available.

Essential Functions

Essential functions, established by the school, are capabilities that must be demonstrated by the student. Student requirements are reflected in the ability to engage in educational and training activities in such a way that they shall not endanger other students, the public or patients. The essential functions for nursing include:

1. Observation:

I am able to see and read printed materials including but not limited to clinical documents, course materials, and computer screens.

I am able to visually observe patients and the patient's environment.

I require the use of glasses/contacts and wear them when necessary.

2. Speech/Hearing:

I am able to speak clearly and be understood.

I am able to hear and interpret voices as well as loud, soft or muffled sounds.

3. Physical Abilities/Fine Motor Touch:

I am able to walk, lift in excess of 50 lbs., push, pull, reach, sit and stand for long periods of time when necessary.

I am able to move heavy objects by bending, stooping, reaching or moving side to side.

I am able to use my fingers for fine motor dexterity and manipulating small objects, etc.

I am able to gather information (ex: temperature) by using the sense of touch.

I am physically able to work on or with equipment following proper training.

I have physical use of all of the following: fingers, hands, arms, feet, legs, back and neck.

4. Intellectual/ Conceptual/ Cognitive:

I am able to do basic mathematical calculations (add, subtract, multiply, divide).

I am able to recognize emergency situations and take appropriate actions as taught.

I am able to comprehend and process verbal and written information.

I am able to organize and prioritize job tasks.

5. Communication / Behavior:

I am able to read and write.

I am able to verbally communicate in the English language.

I am able to legibly communicate in writing using the English language.

I am able to assess or interpret non-verbal communication such as facial expressions, hand signals for help, etc...

I am able to demonstrate and maintain psychological and emotional stability.

I am willing and able to behave in a professional and respectful manner.

I am willing and able to comply with the Baptist Health Values: Service, Honesty, Respect, Stewardship and Performance.

I am willing and able to follow all expectations, policies and procedures outlined by the school.

I am able to follow organizational policies which maintain safety for patients, self, and others.

Entrance Date and Registration Procedures

The entrance dates are reflected on the Academic Calendar. Students are notified upon selection regarding welcome and orientation days. Students are notified of the registration process in their acceptance letter.

Academics

The program of study is composed of required courses in general education, sciences, and nursing. It is designed to assist the student in achieving the program outcomes by graduation. The student begins study by learning skills supported by fundamental classroom theoretical knowledge and principles. Based on that foundation, the student progresses with additional knowledge, skills, and attitudes/behaviors with increasing complexity, through the subsequent semesters. The student graduates from the program of study with critical thinking and clinical judgement capability and the ability to manage complex situations related to patient care.

The student progresses and promotes through the program of study by completing each required course with at least a minimum final grade of "C". In nursing courses, minimum final grades of "C" in theory

and satisfactory “S” in nursing skills laboratory and clinical laboratory are required. If a student receives a final grade of unsatisfactory “U” in the nursing clinical laboratory component of a course, the theory grade automatically converts to a final grade of “F”. The student must meet all requirements of each nursing course in order to progress. Passing in all university and/or college courses is determined according to the policies of the respective institution. A final theory grade of “C” is required by BHCLR for all university and college courses. Academic progress is determined using classroom theory, clinical laboratory, and nursing skills laboratory grading scales. Classroom theory grading scale is published in the Academic Information section of the Catalog. Any course grading scale that deviates from the academic information is published in the specific course syllabus.

Clinical Laboratory and Nursing Skills Laboratory:

<u>Rating Symbol</u>	<u>Quality</u>
S	Satisfactory
U	Unsatisfactory
I	Incomplete
NA	Not Applicable
NO	Not Observed
ONA	Opportunity Not Available

Incomplete Grades and Course Make – Up Work

The opportunity to complete an incomplete grade or make-up missed work including examinations may be available to the student. The ability to complete incomplete makeup course work is determined by policy. The student’s follow-through with policy regarding attendance, the student’s previous attendance records and academic progress will be considered when making this decision. Fees are charged to cover the program’s expenses associated with grading, clinical make-up time, nursing skills laboratory make-up time, examination preparation, proctoring, and recording.

Attendance

This is a blended program of study as defined in the academic section of this catalog. Regular and prompt attendance is required. Attendance and specific requirements are published in the programmatic student handbook and each course syllabus.

Class and Clinical Rotations

Classes are scheduled on a regular basis and are usually Monday through Friday, 8:00 am – 5:00 pm unless otherwise scheduled on course calendars. A class schedule is provided during orientation. Selected courses have clinical laboratories taught concurrently with lecture topics. This approach provides students hands-on experience and visual reinforcement of the principles learned in the classroom. Laboratory rotations are scheduled by the program faculty and may occur Monday – Friday and on weekends. The time for clinical experiences varies per course.

School Day

A typical school day is from 8:00 am – 5:00 pm Monday through Friday for the classroom. Clinical schedules are often outside of this window and vary throughout the program.

Credit Hours

Each required course in the professional curriculum reflects a credit hour value. BHCLR uses the credit hour formula identified in the Academic Information section of the Catalog.

Educational Plans and Promotion

On entry, each student receives an educational plan of study. The plan must be followed to ensure completion and graduation on the scheduled date. There must be no deviations from the plan without the Registrar and respective Coordinator's prior approval.

Promotion from one classification to another is dependent on the student complying with the educational plan and in fulfilling all requirements for each level of study in the program.

Graduation Requirements

Graduation is dependent on the student's fulfillment of the following school requirements and officially occurs on the date of completion verification:

1. Satisfactorily complete the program of study,
2. Settle all financial obligations,
3. Complete the clearance process,
4. Complete three (3) hours community service as a freshman, three (3) hours community service as a Sophomore I or Sophomore II for a total of six (6) hours of community service; BHCLR-SN Accelerated Track students complete a total of three (3) hours community service as a Sophomore I or Sophomore II; reentry students will repeat community service hours dependent on the level of entry,
5. Complete the educational plan as scheduled,
6. Successfully complete a comprehensive NCLEX-RN review course approved by the program,
7. Provide school approved photograph for the graduate composite picture, and
8. Submit completed Sophomore II exit forms.

Length of Program at BHCLR

The Traditional Track Associate of Applied Science program of study is one and one-half academic years and includes sixty-six (66) weeks of instruction. The Traditional Track + General Education Prep program includes a semester of general education prep and one and one half academic years of nursing instruction for a total of eighty-two (82) weeks of instruction.

Graduates

Successful completion of the program of study, graduation, and program clearance assures eligibility to apply for the National Council Licensure Examination for Registered Nurses (NCLEX-RN).

Licensure

Successful candidates on the NCLEX-RN are recognized as Registered Nurses, having demonstrated competency and quality performance in the profession.

However, persons that have pleaded guilty or nolo contendere to, or been found guilty of an offense listed in **ACA § 17-87-312. Criminal background checks** in the Nurse Practice Act of the State of Arkansas* may not be eligible to receive or hold a license issued by the Arkansas State Board of Nursing.

Graduation from Baptist Health College Little Rock – School of Nursing does not assure the Arkansas State Board of Nursing's approval to take the licensure examination. For detailed information, please see the Applicant and Admissions section of this catalog.

End of Program Student Learning Outcomes

1. Integrate theoretical knowledge, clinical decision making, and the nursing process to plan client-centered care in a variety of healthcare settings across the lifespan.
2. Utilize a culturally competent, holistic approach to execute evidence-based, client-centered education and care in a variety of healthcare settings to individuals across the lifespan.
3. Coordinate client-centered care according to ethical principles and legal standards to promote a culture of safety.
4. Exemplify professional nursing skills, attitudes and behaviors while managing, collaborating, and communicating with the client and multidisciplinary healthcare team.
5. Interpret client data and utilize technology to support decision making and improve safety and quality of care.
6. Utilize the principles of pharmacology when providing nursing care for clients across the lifespan.

Standardized Testing for Progression and Arkansas State Board of Nursing Verification

Students enrolled in all levels of the program are required to complete ATI Benchmark testing in numerous courses and achieve a Level One or better to successfully complete the course and progress in the program.

In addition, Sophomore II students are required to take the ATI RN Comprehensive Predictor Exam and successfully meet the benchmark score of 95% predictability. If a student does not meet the benchmark, the student will not be verified and released to the Arkansas State Board of Nursing until the student receives a “Green Light” from the Virtual ATI NCLEX Review Course.

Student Retention

The school strives to retain all who enter for the purpose of preparing as many qualified graduates as possible. The Student Retention Committee has established an advisement plan that can be utilized by faculty in academic advisement of students. In addition, the BHCLR-SN Retention Specialist identifies at-risk students and offers support to encourage success.

Affiliation and Cooperative Agreements

BHCLR facilitates sharing of information concerning additional educational opportunities with other colleges and universities. Students may meet individually with representatives of these institutions for specific information regarding educational mobility.

Affiliation Agreement with Geneva College - Portage Division

BHCLR maintains a partnership with the Geneva College - Portage Division to provide general education courses to support the healthcare programs at BHCLR. Geneva College is accredited by the Middle States Commission on Higher Education.

Affiliation Agreement with Ouachita Baptist University

BHCLR maintains a partnership with Ouachita Baptist University (OBU) in Arkadelphia, Arkansas to offer a dual degree AAS/BSN program. BHCLR offers the courses leading to the AAS while OBU offers all general education and BSN coursework. For additional information about the program or admissions, please see the OBU institutional website.

Cooperative BSN Completer Agreements

The BHCLR - School of Nursing works cooperatively with Arkansas Tech University (ATU), Ouachita Baptist University, University of Arkansas (U of A), University of Central Arkansas (UCA) and University of Medical Sciences to offer licensed BHCLR – School of Nursing graduates opportunities to

complete a Bachelor of Science in Nursing degree. The completer agreements between BHCLR and the universities mentioned above provide web-based and student-friendly programs of study. For more detailed information go to the www.bhclr.edu website.

Professional Fees

Professional fees are payable to outside vendors and are expenses associated with National Council Licensure Examination-Registered Nurse (NCLEX-RN) application, Arkansas State Board of Nursing (ASBN) application, and the temporary permit fee.

Professional Organization

BHCLR-SN offers the opportunity for students to join the BHCLR-SN Student Nurses' Association. Students are also encouraged to join the National Student Nurses' Association.

Professional Curriculum

The professional curriculum is offered to traditional non-licensed individuals and to licensed individuals. An associate of applied science degree with a major in nursing is granted upon graduation.

A student enrolled in the Traditional track curriculum is required to have a total of seventy-two (72) credits to complete the curriculum: one (1) credit for Spiritual Perspectives in Healthcare; thirty-one (31) credits for the required general education and science courses; and forty (40) nursing course credits. After successful completion of the seventy-two (72) credits, the student may academically qualify for graduation candidacy.

	Credits
<u>General Education</u>	
* Human Anatomy and Physiology I (Transfer)	4
* Human Anatomy and Physiology II (Transfer)	4
* Fundamental Chemistry I (Transfer)	4
* Microbiology (Transfer)	4
* English Composition I (Transfer)	3
* English Composition II (Transfer)	3
* Psychology (Transfer)	3
* College Algebra (Transfer)	3
* Sociology (Transfer)	<u>3</u>
Total Semester Credits	31
<u>Semester I (Freshman)</u>	
* NSG 1010 Adult Nursing I	10
* NSG 1003 Pharmacology	3
* SPRN 0001 Spiritual Perspectives in Healthcare	<u>1</u>
Total Semester Credits	14
<u>Semester II (Sophomore I)</u>	
* NSG 2107 Adult Nursing II	7
* NSG 2104 Mental Health	4
* NSG 2004 Women's Health	<u>4</u>
Total Semester Credits	15

Semester III (Sophomore II)

* NSG 2207 Adult Nursing III	7
* NSG 2204 Children's Health	4
* NSG 2501 Synthesis of Nursing Concepts	<u>1</u>
Total Semester Credits	12

Total Program Credits: Traditional Track

BHCLR:	41 Credit Hours
General Education:	<u>31 Credit Hours</u>
Total:	72 Credit Hours

Course Descriptions

SPRN 0001

Spiritual Perspectives in Healthcare

1 Credit Hour

The course provides a holistic, Christian-based approach in creating awareness and understanding about: 1) one's own belief system; 2) the spiritual needs of patients; 3) methodologies of spiritual care for patients, and 4) world religions and religious practices specifically as they relate to delivery of healthcare. The course includes the following number of contact hours: Theory - 15 contact hours.

NSG 1010 Adult Nursing I

10 Credit Hours

This course includes an introduction to fundamentals of nursing, medical terminology and NSG 1003 Pharmacology as a co-requisite, or per educational plan. Course content include: an introduction to basic human needs and nursing care, nursing legalities, values and ethics, introduction to nursing role(s) development, safety wellness and illness, interpersonal and group communication skills, cultural concepts, physical assessment, computer charting, nursing documentation, nursing process, critical thinking, growth and development and health teaching. Scientific and procedural aspects of the following nursing skills are demonstrated in the nursing skills laboratory: fundamental nursing skills that assist adult clients to meet basic needs, physical assessment, safe medication administration, sterile gloving, sterile dressing change, and urinary catheterization. Clinical laboratory experiences in the hospital correlates with classroom instruction by focusing on the utilization of critical thinking and professional skill, attitudes, and behaviors in the nursing process to provide holistic, culturally competent, ethical and safe, client-centered care for the adult client. Clinical lab experiences provide opportunities to practice fundamental nursing skills, safe medication administration, and dosage calculation. This course includes assessment, diagnostic evaluation, documentation, safe medication administration, client care and teaching, and health promotion associated with various body systems. Medical terminology includes abbreviations, common terms related to anatomy, symptoms, and continental time. Student learning outcomes specified within this course reflect the QSEN competencies relevant to the scope of practice for the registered nurse. The twenty-two (22) week course includes the following number of contact hours: Theory-115, Nursing Skills Laboratory-22, and Clinical Laboratory-105; for a total of 242 contact hours.

NSG 1003 Pharmacology

3 Credit Hours

This course is designed to provide an introduction to pharmacology and safe medication administration. Course content includes the nursing process, ethical principles, legal standards, and cultural considerations as they relate to medications affecting body systems of adult clients. Medications utilized to treat mental and behavioral health, infection, pain, and inflammation are also addressed. Dimensional analysis will be utilized to correctly calculate medication dosages. The course will include basic units of measurement, abbreviations, equivalencies, apothecary/household, metric conversions, dosage

calculations, and calculations by weight and safe dose range. This course will combine classroom (theory) hours, the Jenzabar learning management system (LMS) located on *MyBHCLR* Portal and ATI resources. Student learning outcomes specified within this course reflect the QSEN competencies relevant to the scope of practice for the registered nurse. The twenty-two (22) week course includes fifty-three (53) theory contact hours.

NSG 2107 Adult Nursing II

7 Credit Hours

This course builds on the knowledge base and skills introduced in Adult Nursing I and Pharmacology. This course focuses on coordinating care of the adult client experiencing chronic and acute illness and disease. Clinical laboratory experiences correlate with classroom instruction by focusing on utilization of clinical reasoning and professional skills, attitudes, and behaviors in the nursing process to provide holistic, culturally-competent, ethical and safe, client-centered care for adult clients. Focus includes refinement of adult health assessment and safe medication administration. Initiation of intravenous (IV) therapy, dosage calculation including calculation of IV medication rates and injectable medications are introduced. A variety of clinical settings are utilized, including acute care and perioperative facilities. Student learning outcomes specified within this course reflect the QSEN competencies relevant to the scope of practice for the registered nurse. Prerequisites include successful completion of all Freshman level nursing courses. This twenty-two (22) week course includes the following number of contact hours: Theory-89; and Clinical Laboratory-82; Skills Laboratory-10 for a total of 181 contact hours.

NSG 2104 Mental Health

4 Credit Hours

The course focuses on nursing care of the client and family experiencing acute and chronic mental health conditions throughout the life cycle. Course content includes a basic theoretical and historical foundation for understanding mental health issues and an introduction to nursing care and interventions for the client and family diagnosed with a mental health disorder. Special topics related to care of the mental health client and family are explored. Foundational issues include legal and ethical perspectives, theoretical frameworks for care, principles of crisis intervention, addiction, stress adaptation and management, psychosocial growth and development, human sexuality, suicidal crisis, psychopharmacology and medication administration. Nursing care of the older client with neurodegenerative disease and other vulnerable populations are also included. Clinical laboratory experiences correlate with classroom instruction by focusing on utilization of the nursing process. Professional role integration of knowledge, skills, attitudes and behaviors is stressed to ensure ethical, holistic and culturally competent care for the client and family. A variety of clinical settings and treatment modalities may be utilized. Student learning outcomes specified within this course reflect quality safety education for nurses (QSEN) competencies relevant to the scope of practice for the registered nurse. This course includes the following number of contact hours: Theory- 58 and Clinical Laboratory- 64; for a total of one hundred twenty-two (122) contact hours.

NSG 2004 Women's Health

4 Credit Hours

This course focuses on maternal, gynecological and newborn nursing. Course content includes normal findings and variances during childbearing, incorporating the impact on the family. Antepartal, intrapartal and postpartal care, growth and development, genetics, and gynecological problems are also included. The psychosocial aspects of caring for women and childbearing families are addressed including the grief process. The course builds on the knowledge acquired in NSG 1003 Pharmacology and expands to include the nursing process for medications administered to women and newborns. Clinical laboratory experiences correlate with classroom instruction by focusing on utilization of clinical reasoning and professional skills, attitudes, and behaviors in the nursing process to provide holistic, culturally competent, ethical, and safe, client-centered care for women and their families. A variety of clinical

settings are utilized, including acute care and community facilities. Student learning outcomes specified within this course reflect the QSEN competencies relevant to the scope of practice for the registered nurse. This twenty-two (22) week course includes the following number of contact hours: Classroom (theory) - 58; Clinical Laboratory- 64; for a total of one hundred twenty-two (122) contact hours.

NSG 2207 Adult Nursing III

7 Credit Hours

This course focuses on the care of the adult client in the acute, chronic, and critical care setting and incorporates the professional roles in nursing practice to further expand the knowledge base. Course content integrates the foundation, tools and processes of professional practice with the medical management and nursing care of the adult client experiencing chronic and acute disorders of selected body systems, and addresses the impact of crisis on the family. The course incorporates evidence-based practice and management of care. The course builds on the knowledge acquired in NSG 1003 Pharmacology and expands to include the nursing process for medications used frequently in critically ill clients. Selected complex medical-surgical nursing skills are demonstrated and practiced in the nursing skills laboratory. Clinical laboratory experiences correlate with classroom instruction by focusing on the nurse as a leader, who utilizes clinical decision making and professional skills, attitudes, and behaviors to provide holistic, culturally competent, ethical, safe client centered care to adult clients and their families in a variety of health care settings. Clinical laboratory experiences provide opportunities to practice select complex nursing skills, safe medication administration, and dosage calculation. Student learning outcomes specified within this course reflect the QSEN competencies relevant to the scope of practice for the registered nurse. This twenty-two (22) week course includes the following number of contact hours: Theory- 84; Clinical Laboratory- 120; and Nursing Skills Laboratory-8; for a total of 212 contact hours.

NSG 2204 Children's Health

4 Credit Hours

This course focuses on pediatric nursing and children's health. Course content includes both normal findings within the pediatric population, as well as deviations from normal and addresses the impact of these on both the child and family. Growth and development, age specific health teaching and nursing care, and safe medication administration are addressed. The course builds on the knowledge acquired in NSG 1003 Pharmacology and expands to include the nursing process for medications used for pediatric clients. Clinical laboratory experiences correlate with classroom instruction by focusing on the utilization of critical thinking and professional skills, attitudes, and behaviors in the nursing process to provide holistic, culturally competent, ethical, and safe, client-centered care for children and their families. A variety of clinical settings may be utilized. Student learning outcomes specified within this course reflect QSEN competencies relevant to the scope of practice for the registered nurse. This twenty-two (22) week course includes the following number of contact hours: Classroom (theory) - 53; Clinical Laboratory- 85; for a total of one hundred thirty-eight (138) contact hours.

NSG 2501 Synthesis of Nursing Concepts

1 Credit Hour

This course explores application of clinical decision making skills and test-taking strategies to prepare students for the licensure examination for registered nurses (NCLEX-RN). The course will enhance the student's ability to problem solve in providing complex nursing care to individuals, groups, communities, and populations. Student learning outcomes specified within this course reflect the QSEN competencies relevant to the scope of practice for the registered nurse. This twenty-two week course includes the following number of contact hours: Theory- 25; for a total of 25 contact hours.

Program Totals

Total Number of Courses	18
BHCLR Courses	9
Transfer General Education Courses	9
Total Number of Credit Hours	72
BHCLR Credit Hours	41
Transfer General Education Credit Hours	31
Number of Contact Hours (Theory)	550
Number of Contact Hours (Clinical Laboratory)	520
Number of Contact Hours (Skills Laboratory)	40
Total Contact Hours	1110

ABHES Educational Effectiveness Outcomes

The Baptist Health College Little Rock- School of Nursing provides to the general public, prospective students and current students accurate and consistent information in its catalog. To support information in preceding pages, the following information is provided:

	Retention Rate	Graduate Placement Rate	Board Passage Rate*	Graduate Satisfaction Rate	Employer Satisfaction Rate
2017-2018	85%	82%	96%	3.91	4.10
2018-2019	86%	91%	94%	3.46	4.39
2019-2020	93%	78%	89%	3.43	4.33

*Any Attempt

Arkansas State Board of Nursing Board Passage Outcomes

	Board Passage Rate**
2017-2018	78.7%
2018-2019	78.1%
2019-2020	72.2%

**First Attempt

SCHOOL OF OCCUPATIONAL THERAPY ASSISTANT

History

The Baptist Health College Little Rock - School of Occupational Therapy Assistant (BHCLR-SOTA) was established in 2005. BHCLR is accredited by the Accrediting Bureau of Health Education Schools. BHCLR-SOTA is certified through the Arkansas Division of Higher Education (ADHE), and is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE). BHCLR-SOTA is affiliated with the University of Arkansas - Pulaski Technical College.

Mission Statement

The mission of the BHCLR-SOTA is to produce occupational therapy assistants who demonstrate competence in providing client centered occupational therapy services, deliver services in a manner that demonstrates Christian compassion and concern, and develop to their fullest potential through participation in lifelong learning.

Philosophy

The Baptist Health College Little Rock- School of Occupational Therapy Assistant as an educational unit supports the Belief, Mission, Vision, Values and Code of Ethical Conduct of the Baptist Health System. The philosophy of the profession and of the affiliating institution(s) is shared, consistent and congruent. The School also supports the philosophical base of occupational therapy which states:

“Occupations are activities that bring meaning to the daily lives of individuals, families, communities, and populations and enable them to participate in society. All individuals have an innate need and right to engage in meaningful occupations throughout their lives. Participation in these occupations influences their development, health and well-being across the lifespan. Thus, participation in meaningful occupation is a determinant of health and leads to adaptation.

Occupations occur within diverse social, physical, cultural, personal, temporal, and virtual contexts. The quality of occupational performance and the experience of each occupation are unique in each situation because of the dynamic relationship among factors intrinsic to the individual, the environment, and contexts in which the occupation occurs, and the characteristics of the occupation.

The focus and outcome of occupational therapy are clients’ engagement in meaningful occupations that support their participation in life situations. Occupational therapy practitioners conceptualize occupations as both a means and an end to therapy. That is, there is therapeutic value in occupational engagement as a change agent, and engagement in occupations is also the ultimate goal of therapy.

Occupational therapy is based on the belief that occupations are fundamental to health promotion and wellness, remediation or restoration, health maintenance, disease and injury prevention, and compensation and adaptation. The use of occupation to promote individual, family, community, and population health is the core of occupational therapy practice, education, research, and advocacy” (AOTA, 2017).

Humans are dynamic beings that exist for the purpose of serving God and their fellow beings. This purpose is fulfilled through the roles portrayed and the occupations in which one engages. Exercising roles and engaging in occupations satisfies an intrinsic need for socialization and

fulfillment. The roles one fulfills are shaped by the physical and social environment in which the person lives. The environment is constantly changing and survival is dependent on one's ability to adapt. Humans are biopsychosocial beings and what affects one area of life affects all areas. Because humans are dynamic beings, dysfunction affects the whole person—their roles, relationships and place in society. As an American society, the ill, the disabled, the elderly and the dying are often disenfranchised because their contribution to society is no longer evident. When contributions to society are no longer recognized, purpose in life is negated.

It is the belief of the BHCLR - School of Occupational Therapy Assistant that the field of occupational therapy has a responsibility to change this mindset. We believe it is our responsibility to teach others to see the value in all life and to help people adapt to whatever changes they face. By adapting to change rather than retreating, one can continue to participate in occupations and fulfill societal roles, allowing for a sense of purpose in life. As occupational therapy assistants, Christian compassion should guide us as we help others make these adaptations because “care of the whole person, body, mind and spirit is an expression of the Christian faith. We are instruments of God's restorative power and are responsible for giving compassionate care.”

Institutional Culture for Learning

The faculty believes that learning is best accomplished in an atmosphere of trust, teamwork, responsibility, creativeness and openness. An emphasis on Christian ideals and attitudes assists in the development of positive personal and professional relationships. As a part of the Baptist Health System, students are not required to profess Christianity but are expected to uphold the values of the System—service, honesty, respect, stewardship and performance.

Service - students are expected to have a desire and commitment to serve others.

Honesty - students are expected to adhere to the moral values of fairness, integrity and honor in all relationships.

Respect – students are expected to treat all individuals with courtesy, thoughtfulness and dignity, compassion and concern.

Stewardship – students are expected to use talents and resources in an effective and efficient manner.

Performance – students are expected to perform at the highest possible level but never at the expense of the values of the organization. This includes initiative, dedication, talent and knowledge tempered by common sense. Innovation and progress should prevail over complacency and mediocrity.

Student Learning

Learning is a multifaceted process and early introduction to the principles and standards of the chosen field promotes optimal learning. Learners have a greater comprehension of knowledge that is integrated throughout the curriculum by layering, revisiting and reinforcing principles and skills. Bloom's revised taxonomy (Forehand, 2005) teaches us that principles and skills are learned through a process of simple to complex. Basic learning takes place when an individual demonstrates the ability to remember information; learning progresses and holds meaning for the individual as information is understood, applied, analyzed, evaluated and created. Students learn basic concepts and build upon them; as new concepts are introduced students again revert to the basic concepts level. Therefore, as each new skill or concept is introduced, students potentially

start at the level of remembering information and progress to creating. Learning opportunities must be layered in order to provide students the opportunity to progress through Blooms' levels.

Learning is best accomplished in an arena where one is introduced to concepts in an active, interactive, goal directed manner. Students bring previous learning experiences into the arena which is shaped by their personal experiences, culture, skills and roles. Optimal learning occurs when students understand the purpose of what they are learning and how it connects to their previously acquired knowledge. Knowles (1988) acknowledged the need for adult learners to understand the reason they are required to know material. He also recognized that learning occurs as students are allowed to interact and share previous experiences.

Faculty Responsibility in the Learning Process

It is the responsibility of the faculty to ensure that learning is goal directed, purposeful and layered. Layered learning is best accomplished through introduction of basic information and progression from remembering information to understanding, applying, analyzing, evaluating and creating information as outlined in Bloom's revised taxonomy. The faculty believes that they are responsible for designing learning activities that build upon one another and allow for a layered learning experience in which students frequently revisit previously acquired knowledge. Use of this method allows students to deepen their understanding of the material.

The role of the faculty is to approach the teaching learning process as an interactive one rather than as a give and receive method. The use of interactive, hands-on activities allows students to see the purpose and value in the learning experience. Interaction between faculty and students allows students to gain experience that will enhance their communication, group process and problem solving skills. Further, the critical thinking skills that are engaged will contribute to the student's ability to grasp the big picture, a trait that will foster success in the fieldwork setting.

It is the responsibility of the faculty to encourage students to engage in lifelong learning. This is accomplished by allowing students to see the value in layered learning. As students are exposed to learning as a continuous process rather than a task with a formal beginning and end, they will recognize the value in continually challenging themselves to take their learning to the next level, realizing that learning is a process that never ends.

Faculty must aid students in the lifelong learning process by providing them the skills that are necessary for accessing information once their formal education is complete. It is vital that students are taught the value in preserving their textbooks and organizing their class materials in such a way that they may serve as resourceful references for years to come. Additionally, faculty must teach students the value of professional research and how to access this information as well. The ability to access such information will allow them to stay abreast of current practice issues.

It is believed that the faculty is responsible for being aware of cultural issues within the classroom and the community and for structuring learning experiences that will expand the student's knowledge, experience and awareness of such.

We believe that it is the responsibility of occupational therapy assistant educators to inform the occupational therapy community and the general health community about the roles of the occupational therapy assistant versus the occupational therapist. The educators must effectively serve as a resource for role delineation questions and decisions within a community that has few role models. The occupational therapy assistant educators must model the behavior, values, ethics, attitudes and culture that are intrinsic to the field of occupational therapy. Occupational therapy assistant educators must have a strong foundation in the profession and possess

knowledge of the history as well as the future of occupational therapy. Occupational therapy assistant educators believe that learning is lifelong and occurs professionally through practice and organizational involvement. Occupational therapy assistant educators realize the value in holding membership in and supporting the professional organizations as these organizations define and shape the profession as well as define the profession's place in the health care system. We believe that it is the responsibility of the occupational therapy educators to instill in students the importance of membership in professional organizations.

General Learning Outcomes

The expected outcome of learning is an individual who has a solid foundation in the core principles of the field of study and is able to effectively communicate this knowledge through both written and spoken word as well as through demonstration of skill. Additionally, while it is unrealistic to expect an educated individual to be able to know all there is to know in an area of expertise, it is expected that an educated individual is equipped with the knowledge of resources that will enable him or her to locate and use such needed knowledge. Furthermore, an educated individual should also possess a knowledge base that will serve as a building block that will enable him or her to add to their base of knowledge as such new knowledge is discovered and made known.

Occupational Therapy Assistant Education

Because the profession of occupational therapy emphasizes a holistic approach to health, wellness and dysfunction, the faculty believes that the education of occupational therapy assistants needs to reflect a holistic approach. A holistic approach allows the student to see the big picture through exploration and examination of issues and ideas from a multifaceted view. Further, because occupational therapy is a doing profession and occupation is our treatment modality, the faculty believe that students need to be educated through doing. Incorporating occupation-based activity is believed to be crucial to the integration of learning didactic material. Strong fieldwork experiences are considered to be vital to an occupational therapy assistant's education as well.

The faculty believes the occupational therapy assistant must be self-confident in order to deliver quality health care services. This confidence must extend to knowledge of the profession and treatment skills. It is believed that such poise is gained through successful learning experiences that begin in the classroom and laboratory and are carried over into fieldwork experiences.

Ongoing communication between the academic and fieldwork sites is believed to be key to ensuring that students realize the connection between knowledge learned in the classroom and skill exercised in the fieldwork setting. The faculty believes in establishing and maintaining strong ties with fieldwork sites throughout the community. Such ties will ensure that the material that faculty teach in the classroom and laboratory prepares students for the experiences they will encounter in the clinical setting. The faculty's responsibility to the student does not end at the conclusion of the didactic coursework but rather continues throughout the fieldwork experiences as well. Communication with the student and fieldwork supervisor during the student's fieldwork experience is a recognized responsibility of the faculty.

References

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Knowles, M. (1988). The modern practice of adult education: From pedagogy to andragogy revised and updated. Retrieved from http://www.cumc.columbia.edu/dept/medicine/hospitalists/downloads/cc4_articles/Education%20Theory/Andragogy.pdf

Goal

The school is committed to preparing competent, entry-level occupational therapy assistants who are dedicated to improving the health, well-being and occupational engagement of a variety of clients, through quality education, fieldwork and professional development.

Purpose

The purpose of the BHCLR - SOTA is to provide an educational experience that prepares students to enter the field as entry level occupational therapy assistants.

Admissions

Calendar*

Fall Semester 2021		Spring Semester 2022	
Class Begins	August 23	Class Begins	January 18
Labor Day	September 6	Spring Break	March 21-25
Thanksgiving Break	November 22-26	Spring Semester Ends	May 10
Fall Semester Ends	December 14	Commencement and Graduation*	TBA

Fall Semester 2022		Spring Semester 2023	
Class Begins	August 23	Class Begins	January 17
Labor Day	September 5	Spring Break	March 20-24
Thanksgiving Break	November 21-25	Spring Semester Ends	May 12
Fall Semester Ends	December 13	Commencement and Graduation*	TBA

*Dates subject to change pending release of UA - PTC calendar.

Application Deadline

In accordance with the entry registration date, the Selection Committee must complete its work prior to arrival of the incoming class. In order to facilitate selection of the incoming new class and its entry registration, an application deadline of March 1st has been established. The application process must be completed by March 15th.

Application Requirements

Application requirements include satisfactory completion of application requirements as identified in both the Applicant & Admission section and school specific section of the Catalog. Completion of the application requirements is required before the applicant file is reviewed by the Selection Committee. Completion of the application process does not guarantee selection/admission into the program.

Individuals who apply to the BHCLR-SOTA must fulfill all requirements of both the school and the University of Arkansas - Pulaski Technical College (UA - PTC). (For UA - PTC admission policy visit <http://www.pulaskitech.edu/admission/>). The BHCLR-SOTA's application requirements are as follows:

1. An applicant must be a high school graduate or have a GED prior to the program start date. Please note that these are minimum requirements and applicants are ranked according to academic criteria;
2. One official transcript from each educational institution attended with a cumulative Grade Point Average (GPA) of 2.7 or above on required prerequisites preferred.
3. An American College Test (ACT) score (minimum of 21 preferred; 20 required); a Scholastic Aptitude Test (SAT) may be submitted in lieu of the ACT; TOEFL score if applicable. The SAT is evaluated utilizing an ACT/SAT (Critical Reading + Math) concordance scale available on the ACT website;
4. Required prerequisite courses;
5. Required recommendation forms (2) completed and returned;
6. A personal interview;
7. Essay to be completed at time of interview.

Selection Committee

The Selection Committee considers the applicant for entry after all required materials and requested information are received. Selection is on an individual and competitive basis as class size is limited to eighteen (18) students. The committee formulates and forwards a recommendation for each applicant to the Program Director for final action. The applicant is notified by U.S. Mail of the final action. Conditional selection may be assigned by the committee with stipulations. Selected applicants are expected to return the Intent to Register Form upon receipt of selection for entry letter.

Selection Process

The process of selection includes review of the completed applicant file and the personal interview score(s). Applicants are ranked academically and the top applicants are invited to interview. Each applicant is ranked according to qualifications, with the highest qualified being number one. The process is continued until the class is filled. The final selection decision is made by the Program Director. Qualified applicants not selected for entry are placed on an alternate list. The highest qualified alternate is ranked number one (1). Alternates are notified by rank number if space becomes available. Alternates are strongly encouraged to keep their files active by contacting the Program Director and obtaining academic advice. Alternate status does not guarantee a future position in the next entering class or any future class. Applicants not selected for entry (including alternates) must reapply to be considered for next year's entering class.

Applicants selected for entry are expected to notify the school of intent to register by returning a special form to the school prior to registration date. Selected applicants not registering, who seek admission at a later date, have no preferential status and shall be reconsidered for selection at the same time as new applicants for the next entering year.

Credit by Examination

CLEP credit and credit by examination is granted in some cases for certain general education courses. Specific information is available through Counseling Services at the University of Arkansas - Pulaski Technical College.

Entry Requirements

Fulfillment of entry requirements includes satisfactory completion of entry requirements as identified in the Applicant & Admission and school specific sections of the Catalog. Immunization and Tuberculin Testing Information can be found in the Applicant and Admission Information section of the Catalog.

Selected applicants qualify for entry and registration for courses through fulfillment of all entry requirements.

Essential Functions

Essential functions, established by the school, are capabilities that must be demonstrated by the student on entry and throughout the program. The functions are reflected in the ability to engage in educational and training activities in such a way that they shall not endanger other students, patients or the public. The following essential functions are required of students throughout enrollment in the program:

1. Visual: see and read course information, clinical forms, charts, computer screens, equipment readings and other materials; observe client behavior and appearance; oversee set up and implementation of treatment activities.
2. Hearing: hear and interpret loud, soft, and muffled sounds; hearing allows the ability to use the telephone, use call light/intercom speakers, take verbal orders, and hear emergency alarms.
3. Tactile: demonstrate tactile sensation that is adequate to safely evaluate and interpret the use of thermal, vibratory and other sensory stimulating techniques; ability to palpate muscle movement, pulse rate, and musculoskeletal structures; detect safe heat levels on various appliances and tools.
4. Gross motor: move freely from one location to another, walk at a fast pace, stand, bend, stoop, and squat, reach above shoulder level; balance, crawl, climb, kneel and sit; lift, carry, push or pull over 50 pounds of weight; stand and/or sit for prolonged periods of time; utilize safe body mechanics; transfer classmates and clients; deliver patient treatment; perform cardiopulmonary resuscitation and client evacuation.
5. Fine Motor/Touch Skills: write and document legibly; grasp; perform repetitive hand movement; utilize fine motor dexterity; use evaluation tools.
6. Communication: speak clearly and professionally to peers, patients, family members, faculty, staff and other members of the healthcare team; demonstrate written and verbal proficiency of the English language; provide and comprehend adequate verbal, nonverbal and written communication.
7. Behavioral: maintain emotional control in stressful and emergency situations; behave in an ethical, professional and respectful manner; comply with Baptist Health Values of Performance, Service, Honesty, Stewardship, Respect and the Code of Ethical Conduct.
8. Environmental: occasionally be involved with work outside and continuously inside; occasionally be exposed to temperature of 32 degrees and/or 100 degrees, wet or humid conditions, noise, vibration, dust, fumes, infectious waste, toxic chemicals, and needle/body fluids; implement safety and infection control, room maintenance, inventory and maintenance of equipment and supplies.
9. Intellectual/Conceptual/Cognitive: recognize emergency situations and take appropriate actions, demonstrate psychological and emotional stability required for full utilization of intellectual abilities; comprehend, process and utilize verbal, visual and written information; organize and prioritize actions in the fieldwork settings; perform patient care procedures according to established criteria; utilize the occupational therapy process (assessment, planning, intervention and evaluation), prepare/present reports; complete forms; process verbal and written information;

follow policies and procedures; implement quality improvement and document intervention progress and other written requirements; implement patient/family education and discharge planning.

10. Equipment: utilize telephone, intercom, call light system, stethoscope, wheelchair, stretchers, emergency equipment, paging system, fax machine, computer; operate occupational therapy equipment in laboratory and fieldwork setting.
11. Safety: adhere to organizational policies to maintain safety in the environment for patient, self, and others.

Academic Progress

The student progresses and promotes through the program of study by completing each required general education and OTA course with at least a minimum final grade of "C". In Occupational Therapy Assistant (OTA) courses, a minimum final grade of "C" in theory, laboratory and Level I fieldwork is required. The student must meet all requirements of each general education and OTA course in the program of study in order to progress. Passing in all university and/or college courses is determined according to the policies of the respective institution. A final theory grade of "C" is required by the school for all university and college courses.

All coursework, including Level I Fieldwork assignments, must be satisfactorily completed before a student is allowed to enroll in Level II Fieldwork. Students must earn "credit" on Level II Fieldwork I and II in order to meet graduation requirements. All Level II fieldwork experiences must be completed within 18 months of the completion of coursework.

An incomplete "I" grade may be made up at the sole discretion of the Program Director. If the incomplete course work is not completed within the established time frame, the "I" grade becomes a final grade of "F."

The BHCLR-SOTA utilizes the following grading system to signify student progression through the program of study. A final letter grade is assigned for each course and fieldwork experience completed. Each letter grade has a corresponding rating that denotes the quality of student learning. A percent range is used to determine the letter grade. Value points are used to calculate the Grade Point Average (GPA) and for other purposes, such as honors awards at commencement and scholarship awards by Baptist Health Foundation and others.

Level II Fieldwork Grades

<u>Score</u>	<u>Value</u>
91 points and above=Pass*	Credit
90 points and below=Fail	No Credit

*All items must be scored. Items #1-3 must receive a score of 3 or higher to pass and receive Credit.

BHCLR-SOTA Theory and Level I Fieldwork Courses:

Grade	Percentage Range	Value
A	94-100	4
B	86-93	3
C	77-85	2
D	70-76	1
F	0-69	0
I	Incomplete	0
W	Withdrawal	0
WX	Administrative Withdrawal	0

Incomplete Grades and Course Make-up Work

The opportunity to clear incomplete "I" grades and make-up missed work, including examinations, may be available to the student. Faculty have the sole discretion in permitting the student to make-up missed course work, including a course examination. The student's follow-through with policy regarding attendance, the student's previous attendance records and academic progress will be considered when making this decision. A fee is charged to offset the school's expenses associated with make-up grading, clinical time, examination preparation, proctoring, and recording. The fee is waived for faculty directed absence due to confirmed illness, jury duty, immediate family member death, and military purposes.

Attendance and Method of Delivery

The program is a residential program of study. Students are expected to be present and on time for all scheduled learning experiences, and absences are strongly discouraged. It is the responsibility of the student to notify the appropriate faculty member prior to an absence. Missed course work, learning experiences and examinations may be made up at the discretion of the faculty member.

Class and Fieldwork

Classes are scheduled on a regular basis and may either be in the morning, afternoon, or all day, depending on the courses being taught at the time. Schedule of classes is determined upon registration prior to each semester.

Credit Hours

Each required course in the professional curriculum reflects a credit hour value. The Baptist Health College Little Rock uses the credit hour formula identified in the Academic Information section of the Catalog.

Fall and Spring semesters are sixteen (16) weeks. The semester hour is the unit of credit used and is defined as the amount of credit given for one clock hour in class per week for 16 weeks (or the equivalent). Additional credit is given for some laboratory learning or practice.

Educational Plans and Promotion

On entry, each student receives an Educational Plan of Study. The plan must be followed to ensure completion and graduation on scheduled date. There must be no deviations from the plan without the respective Program Director's written prior approval. All Occupational Therapy Assistant students must complete Level II Fieldwork within 18 months of the completion of written coursework in order to be eligible for graduation.

Graduation Requirements

Graduation is dependent on the student's fulfillment of specific graduation requirements.

1. Satisfactorily complete the program of study; includes all progression and promotion requirements.

2. Settle all financial obligations.
3. Complete student/graduate clearance form and process.
4. Complete educational plan on schedule.
5. Cooperate in providing composite photo display for class as arranged by the school.
6. Participate in the commencement ceremony in the dress code required.
7. Satisfactorily demonstrate curriculum objectives, essential functions, and fieldwork competency skills by processes and examinations approved by the school.

Length of Program

The program of study is two academic years (sixty-four (64) weeks in length).

During the first year of the program, the following breaks and holidays are granted: Labor Day, a one week Fall Break (Thanksgiving week), a 4 week break between Fall and Spring Semesters (includes Christmas Day and New Year's Day), and a one week Spring Break. During the second year of the program, students will be granted the following breaks and holidays: Labor Day, a one week Fall Break (Thanksgiving week), and a two week break between Fall and Spring Semesters (includes Christmas Day and New Year's Day). During the Spring Semester of the second year of the program, students are scheduled to engage in full-time Level II Fieldwork and will follow the schedule as assigned by the fieldwork site. Length of breaks is approximate and may vary depending on class start/end dates and fieldwork assignments each semester.

Graduates

Upon completion of the program of study, graduates will earn an Associate of Applied Science from the University of Arkansas - Pulaski Technical College and a certificate of completion from BHCLR. Graduates of the BHCLR-SOTA are eligible to sit for the national certification exam.

Licensure and Certification

All fieldwork experiences must be completed within 18 months of the didactic coursework for the BHCLR-SOTA. Fieldwork must be completed prior to applying for the national certification examination.

Graduates of the program will be eligible to sit for the national certification examination for the occupational therapy assistant administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be a Certified Occupational Therapy Assistant (COTA). State licenses, issued by the Arkansas State Medical Board, are issued based on results of the NBCOT certification examination. A felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

Terminal Objectives

The rapidly changing and dynamic nature of contemporary health and human service delivery systems requires the entry-level occupational therapy assistant to possess an adequate knowledge base and basic skills as a beginning direct care provider, educator, and advocate for the profession and the individual client or patient.

An entry-level occupational therapy assistant shall:

1. Have acquired an educational foundation in the liberal arts and sciences, including a focus on issues related to diversity;
2. Be educated as a generalist, with a broad exposure to the delivery models and systems utilized in settings where occupational therapy is currently practiced and where it is emerging as a service;
3. Have achieved entry-level competence through a combination of academic and fieldwork education;
4. Be prepared to work under the supervision of and in cooperation with the occupational therapist;

5. Be prepared to articulate and apply occupational therapy principles, intervention approaches and rationales, and expected outcomes as these relate to occupation;
6. Be prepared to be a lifelong learner and keep current with best practice;
7. Uphold the ethical standards, values, and attitudes of the occupational therapy profession;
8. Be prepared to comply with regulations related to state and federal statutes/ laws;
9. Exemplify the Baptist Health Code of Ethical Conduct, and
10. Be prepared to approach individualized treatment and intervention of disabled and age-specific patients or clients from a developmental and occupational therapy perspective.

Clinical Laboratory Affiliations

The BHCLR - SOTA has multiple clinical affiliates located throughout the state of Arkansas. These clinical affiliations provide students with learning opportunities in medical, rehabilitation and community model settings.

Affiliating College or University

University of Arkansas - Pulaski Technical College

Oversight and Professional Organizations

The BHCLR-SOTA is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA).

Accreditation Council for Occupational Therapy Education of the American Occupational Therapy Association (AOTA)

6116 Executive Boulevard, Suite 200

North Bethesda, MD 20852-4929

(301) 652-6611

www.acoteonline.org

Arkansas Occupational Therapy Association

P.O. Box 10674

Conway, AR 72034

office@arota.org

www.arota.org

BHCLR is accredited by the Accrediting Bureau of Health Education Schools (ABHES).

Accrediting Bureau of Health Education Schools

7777 Leesburg Pike, Suite 314 N

Falls Church, VA 22043

(703) 917-9503

www.abhes.org

BHCLR-School of OTA is certified through the Arkansas Division of Higher Education (ADHE).

Arkansas Division of Higher Education

Attention: Director

423 Main Street.

Little Rock, AR 72201

Phone: (501) 371-2000

www.adhe.edu

Additional Professional Organizations:

Arkansas State Medical Board
1401 West Capitol Avenue, Suite 340
Little Rock, AR 72201-2936
Tel: 501-296-1802
www.armedicalboard.org

National Board for Certification in Occupational Therapy
One Bank Street Suite 300
Gaithersburg, MD 20877
Tel: 301-990-7979
www.nbcot.org

Professional Curriculum

The curriculum is offered to selected individuals. After successful completion of the required credits, the student may qualify for occupational therapy assistant graduation candidacy. An Associate of Applied Science in Occupational Therapy Assistant from the University of Arkansas - Pulaski Technical College is earned upon graduation. In addition, graduates earn a certificate of completion from the BHCLR-SOTA.

The curriculum design reflects the mission and philosophy of the institutions and provides the basis for program planning, implementation, and evaluation. The design identifies educational objectives and directs selection of content, scope, and sequencing of coursework.

The curriculum consists of eight (8) general education, art and science courses, and thirteen (13) technical courses specific to the occupational therapy profession and practice. One (1) course in Spiritual Perspectives is included to reflect the Baptist Health culture. New Student Orientation precedes the first semester of courses to orient individuals to Baptist Health and student life at BHCLR-SOTA.

The curriculum total of twenty-two (22) courses, providing seventy (70) credits, reflects a broad foundation of the liberal arts and sciences. This foundation of the biological, physical, and social and behavioral sciences supports the knowledge of occupational therapy as it relates to the life cycle.

The curriculum design reflects a layered learning approach and at completion of each semester, the student must have demonstrated the specified competencies for that semester in order to progress to the next semester of study.

Prerequisite Credits:

ENGL 1013*	English Composition I	3
MATH 1103*	College Algebra	3
PSYC 1103*	Psychology & the Human Experience	3
Subtotal		9

Fall-Semester I:

ENGL 1023*	English Composition II	3
NA*	Structure & Function of the Human Body	4
CPSI 1003*	Computer Concepts	3
BOTA 1114	Fundamentals of OTA I	4
BOTA 1113	Medical Terminology for OTA	3
BOTA 1112	Level I Fieldwork I	2
Subtotal		19

Spring-Semester II:

BOTA 1233	Disease Processes for OTA	3
BOTA 1212	Functional Anatomy for OTA	2
BOTA 1213	Human Development	3
BOTA 1224	Fundamentals of OTA II	4
BOTA 1312	Level I Fieldwork II	2
Subtotal		14

Fall Semester III:

BOTA 2334	Fundamentals of OTA III	4
BOTA 2343	Professional Development	3
HEAL 1003*	Concepts of Lifetime Health & Wellness	3
SOCI 1013*	Introduction to Sociology	3
BOTA 2312	Level I Fieldwork III	2
SP 0001	Spiritual Perspectives	1
Subtotal		16

Spring - Semester IV:

BOTA 2416	Level II Fieldwork I	6
BOTA 2426	Level II Fieldwork II	6
Subtotal		12

Total Degree Credits: 70 Credits

*Prerequisite and corequisite general education courses are presented with the Arkansas Course Transfer System course numbers. Credit awarded by program affiliate, University of Arkansas-Pulaski Technical College.

Course Descriptions

BOTA 1114

Fundamentals of OTA I

4 Credit Hours

An introduction to the fundamental concepts and aspects of occupational therapy philosophy, goals, values and ethics is provided. The unique nature of occupation as it is viewed by the profession and the role of occupational therapy in the healthcare community is explored. The use of activity analysis is introduced and the role of group dynamics is investigated. An understanding of the working relationship of the occupational therapist and the occupational therapy assistant is gained. Documentation skills and the use of professional literature are introduced. The teaching-learning process is explored and activities of daily living training as well as transfer training are addressed. Class experiences include but are not limited to lecture, group activities, lab practicums and clinical experiences. Prerequisite: Admission into the BHCLR-SOTA. Co-requisites: BOTA 1112. BOTA 1113. The course includes the following number of contact hours: Theory – 45; and Skills Laboratory-30; for a total of 75 contact hours.

BOTA 1113

Medical Terminology for the OTA

3 Credit Hours

The study of words that relate to human body systems, anatomical structures, pathology and medical procedures are examined. Word roots, combining forms, prefixes, suffixes, plural endings, abbreviations and pronunciations are covered. The language of the Occupational Therapy Practice Framework is also studied. Emphasis is placed upon demonstrating a functional, working knowledge of medical terminology encountered in practice as an occupational therapy assistant. Prerequisite: Admission into the BHCLR-

SOTA. Co-requisites: BOTA 1112. BOTA 1114. The course includes the following number of contact hours: Theory - 45 contact hours.

BOTA 1112

Level I Fieldwork I

2 Credit Hours

Supervised clinical experience in which student engages in observation, communication and professional behavior skills in various settings including medical, rehabilitation and community models. Prerequisite: Admission to BHCLR-SOTA. BOTA 1113. BOTA 1114. Co-requires: BOTA 1113 and BOTA 1114. The course includes the following number of contact hours: Theory – 10; and Clinical Laboratory-80; for a total of 90 contact hours.

BOTA 1224

Fundamentals of OTA II

4 Credit Hours

The theories, models of practice, and frames of reference that underlie occupational therapy practice are examined. The role of the occupational therapy assistant in the assessment and evaluation process is explored and practical application of data gathering, screening and evaluation are provided. Selected evaluation and assessment procedures are learned. Activity analysis and documentation skills are further developed. The dynamics of occupation and purposeful activity are explored. Class experiences include but are not limited to lecture, group activities, lab practicum and clinical experiences. Prerequisite: Grade of “C” or higher in all previous BOTA courses. Co-requisites: BOTA 1212, BOTA 1233, BOTA 1213, BOTA 1312. The course includes the following number of contact hours: Theory – 45; and Skills Laboratory-30; for a total of 75 contact hours.

BOTA 1212

Functional Anatomy

2 Credit Hours

An introduction to the human body basic function is provided. Content presented focuses on: central and peripheral nervous systems; musculoskeletal system; the neurological system; and understanding human movement. Prerequisite: Grade of “C” or higher in all previous BOTA courses. Co-requisites: BOTA 1224, BOTA 1233, BOTA 1213, BOTA 1312. The course includes the following number of contact hours: Theory – 15; and Skills Laboratory – 30; for a total of 45 contact hours.

BOTA 1233

Disease Processes for OTA

3 Credit Hours

An introduction to the study of the nature and cause of selected diseases is provided. Changes in body structure, function, and the resulting conditions are examined. Occupational therapy interventions are emphasized. Prerequisite: Grade of “C” or higher in all previous BOTA courses. Co-requisites: BOTA 1212, BOTA 1224, BOTA 1213, BOTA 1312. The course includes the following number of contact hours: Theory - 45 contact hours.

BOTA 1213

Human Development

3 Credit Hours

A comprehensive view of human life from conception to death is examined. Emphasis is placed on the unique characteristics of each phase of life and the implications for occupational therapy during each phase. Prerequisite: Grade of “C” or higher in all previous BOTA courses. Co-requisites: BOTA 1212, BOTA 1224, BOTA 1233, BOTA 1312. The course includes the following number of contact hours: Theory - 45 contact hours.

BOTA 1312

Level I Fieldwork II

2 Credit Hours

Supervised clinical experience in which student engages in observation, communication, professional behavior, activity analysis and beginning clinical reasoning and therapeutic intervention skills in various

settings including medical, rehabilitation and community models. Prerequisite: Grade of “C” or higher in all previous BOTA courses. Co-requisites: BOTA 1212, BOTA 1224, BOTA 1233, BOTA 1213. The course includes the following number of contact hours: Theory – 10; and Clinical Laboratory-80; for a total of 90 contact hours.

BOTA 2334

Fundamentals of OTA III

4 Credit Hours

Students engage in practical application and implementation of treatment techniques and interventions. The use of occupation throughout the treatment process is emphasized. Adaptation of self, tools and the environment during treatment are discussed. Documentation skills as they pertain to discharge planning and client education materials are further developed. Client and family education are addressed. Class experiences include but are not limited to lecture, group activities, lab experiences and clinical observations. Prerequisite: Grade of “C” or higher in all previous BOTA required courses. Co-requisites: BOTA 2343, BOTA 2312, SP 0001. The course includes the following number of contact hours: Theory – 45; and Skills Laboratory-30; for a total of 75 contact hours.

BOTA 2343

Professional Development

3 Credit Hours

Management skills, self-directed learning, understanding of state and federal regulatory and legislative bodies, reimbursement issues, professional responsibility in fieldwork, professional literature and ethical decision making are among the topics addressed in this course. Interview skills, job search and application skills, licensure requirements, continuing education and certification examination preparation and registration are also covered. Prerequisite: Grade of “C” or higher in all previous BOTA required courses. Co-requisites: BOTA 2334, BOTA 2312, SP 0001. The course includes the following number of contact hours: Theory - 45 contact hours.

SP 0001

Spiritual Perspectives in Health Care

1 Credit Hour

The course provides a holistic, Christian-based approach in creating awareness and understanding about; 1)one’s own belief system; 2) the spiritual needs of patients; 3) methodologies of spiritual care for patients, and 4) world religions and religious practices specifically as they relate to delivery of healthcare. Co-requisites: BOTA 2334, BOTA 2343, BOTA 2312. The course includes the following number of contact hours: Theory – 15 contact hours.

BOTA 2312

Level I Fieldwork III

2 Credit Hours

Supervised clinical experience in which a student engages in observation, communication, professional behavior, activity analysis, clinical reasoning and therapeutic intervention skills in various settings including medical, rehabilitation and community models. Prerequisite: Grade of "C" or higher in all previous BOTA required courses. Co-requisites: BOTA 2334, BOTA 2343, SP 0001. The course includes the following number of contact hours: Theory – 10; and Clinical Laboratory-80 for a total of 90 contact hours.

BOTA 2416

Level II Fieldwork I

6 Credit Hours

Eight week full time clinical experience is conducted under the supervision of a licensed occupational therapist or a certified occupational therapy assistant. Prerequisite: Grade of “C” or higher in all previous BOTA required courses. Experience must be completed within 18 months of completion of the didactic portion of the coursework. The course includes the following number of contact hours: Clinical Laboratory - 270 contact hours.

BOTA 2426**Level II Fieldwork II****6 Credit Hours**

Eight week full time clinical experience is conducted under the supervision of a licensed Occupational Therapist or a certified Occupational Therapy Assistant. Prerequisite: Grade of “C” or higher in all previous BOTA required courses. Experience must be completed within 18 months of completion of the didactic portion of the coursework. The course includes the following number of contact hours: Clinical Laboratory – 270 contact hours.

Program Totals

Total Number of BHCLR and General Education Transfer Courses	25
BHCLR Courses	14
General Education Transfer Courses	11
Total Number of Credit Hours	70
BHCLR Credit Hours	45
General Education Credit Hours	25
BHCLR Contact Hours (Theory)	375
BHCLR Contact Hours (Clinical Laboratory)	780
BHCLR Contact Hours (Skills Laboratory)	120
BHCLR Total Contact Hours	1275

ABHES Educational Effectiveness Outcomes

Data calculated per ABHES standards; annual reporting period is July 1 – June 30.

	Retention Rate	Graduate Placement Rate	Board Passage Rate	Graduate Satisfaction Rate	Employer Satisfaction Rate
2017-2018	100%	94%	100%	4.80/5.00	4.80/5.00
2018-2019	97%	89%	100%	4.80/5.00	4.80/5.00
2019-2020	97%	100%	100%	4.80/5.0	4.60/5.0

ACOTE Educational Effectiveness Outcomes

The BHCLR-SOTA makes available to the general public, applicants and students, the following information:

NBCOT Exam Results	Total # graduates	Total # 1st time test takers	1st time test takers that passed	% passing first time	# passing any attempt	% passing any attempt
2017-2018	17	16	15	94%	16	100%
2018-2019	18	17	16	94%	17	100%
2019-2020	18	18	18	100%	18	100%
Total 3-Year	53	51	49	96%	51	100%

SCHOOL OF PRACTICAL NURSING

History

In response to a shortage of Practical Nurses, the Board of Trustees of Arkansas Baptist Hospital approved the operation of the School of Practical Nursing in July 1964. In September 1964, the curriculum was approved by the Arkansas State Board of Nursing and the first class began. Since that time, more than 2000 students have graduated. These graduates practice nursing throughout the continental United States and several foreign countries. In January 1990 the Baptist Health College Little Rock – School of Practical Nursing became the first Practical Nursing program in Arkansas to be granted initial accreditation by the Council of Practical Nursing Programs, Accreditation Commission for Education in Nursing (ACEN). In addition to ACEN accreditation the school is fully approved by the Arkansas State Board of Nursing (ASBN).

Mission Statement

The BHCLR-School of Practical Nursing exists to prepare the graduate to participate on the healthcare team by contributing to the nursing process within established standards of practice for the Licensed Practical Nurse.

The school provides a learning environment to the student through classroom theory, distance education, nursing skills laboratory and clinical experiences which are inclusive of the Baptist Health Values of Service, Honesty, Respect, Stewardship and Performance with a commitment to providing quality patient care.

Philosophy

The BHCLR – School of Practical Nursing is an integral part of Baptist Health, recognizing and supporting the Belief, Mission and Values statements of the sponsoring institution.

We, the faculty, believe that the individual is a physiological, psychological, and sociological being who is worthy of consideration, respect and dignity. Physical, emotional, social and spiritual needs exist in health and illness, and changes in any of these basic needs will influence the total individual. Meeting the individual's basic needs promotes health and wellness, maintains human dignity and enhances the sense of well-being.

We believe society is composed of individuals who share mutual interdependence for survival and well-being. All societies have complex cultures made up of various lifestyles, traditions and values which must be acknowledged in healthcare. Each member of society is a unique being and has personalized needs.

We believe nursing is the implementation of specific knowledge and skills to promote and maintain health or to meet individual needs during periods of illness or injury. Each practitioner is accountable for a systematic approach to problem-solving without regard to age, color, creed, physical challenges, gender, marital status, national origin, race, or religion.

We believe practical nursing is the provision of direct patient care under the supervision of the licensed physician and/or registered nurse. Specific knowledge and skills are acquired through a period of formal education. The Licensed Practical Nurse is accountable for performing only those acts of nursing for which she/he has been educated. A competent Practical Nurse is an important part of the healthcare team.

We believe the teaching-learning process is accomplished through the cooperative effort of the faculty and students. Simple to complex learning opportunities are provided through guided studies developed to meet individual and specific needs. Teaching is a form of interactive communication which offers

opportunities for learning. Learning has occurred when new knowledge, skills and attitudes have caused a change in behavior.

We believe nursing education is a process of planned and organized learning experiences established to encourage the development of knowledge, skills and attitudes used to meet various human needs in a variety of situations.

We believe education is a life-long process and the dynamic nature of healthcare causes education to be a continuous process. Each practitioner is responsible for continuing educational development and professional growth in order to maintain a current basis for practice.

Goal

The school is committed to preparing competent, job ready practical nursing graduates for Arkansas employer customers, including the supporting institutions and the community as a whole, through the high standards of education, training, fieldwork and professional development opportunities for students.

Purpose

The purpose of the Baptist Health College Little Rock – School of Practical Nursing (BHCLR-SPN) is to provide an educational experience that prepares students to enter the field as entry level practical nurses.

Admissions

Academic Calendars

Practical Nursing Fall 2021	
Classes Begins	July 06
Fall Break	September 20-24
Thanksgiving Break	November 25-26
Last day of Semester	December 10
Commencement	December 13

Practical Nursing Spring 2022	
Classes Begins	January 03
Spring Break	March 21-25
End of Semester	June 10
Commencement	June 13

* Please note that attendance at Orientation is **mandatory** and an individual must register and complete financial arrangements through the business office prior to attending Orientation and classes. Only BHCLR – SPN students are expected to attend. No children or family members please. Selected applicants will receive a registration packet prior to Welcome Day and must submit the required registration form to the Registrar prior to attending Welcome Day.

Application Deadline

Deadlines for file completion will be November 1 for January entry and May 1 for July entry. BHCLR – SPN will continue to operate under rolling admissions and applicants are considered for admission as their files become complete. As a result, applications at or near their deadlines are considered on a space-available basis.

Application Requirements

Application requirements include satisfactory completion of application requirements as identified in both the Applicant & Admission section and school specific section of the Catalog. Completion of the application requirements is required before the applicant file is reviewed by the Selection Committee. Completion of the application process does not guarantee selection/admission into the program.

1. A BHCLR applicant must be a high school graduate or have a GED prior to the program start date. Please note that these are minimum requirements and applicants are ranked according to academic criteria.
2. The ATI TEAS entrance exam is required with a 50% minimum and 55% preferred composite score.

Credit by Examination

See Application and Admission Section

Entrance Date

The entrance dates are reflected on the School Calendar herein presented in this portion of the Catalog. Students are notified when receiving their acceptance information of the Welcome Day Date, Orientation Day Date, and the registration process for the beginning of the school year.

Entry Requirements

Fulfillment of entry requirements includes satisfactory completion of entry requirements as identified in the Applicant & Admission section of the Catalog. Immunization and Tuberculin Testing information can be found in the Applicant and Admission information section of the Catalog. Selected applicants qualify for entry and registration for courses through fulfillment of all entry requirements.

Essential Functions

Essential Functions, established by the school, are capabilities that must be demonstrated by the student. Student requirements are reflected in the ability to engage in educational and training activities in such a way that they shall not endanger other students, the public or patients. The essential functions for nursing include:

1. **Observation**
I am able to see and read printed materials including, but not limited to, clinical documents, course materials, and computer screens.
I am able to visually observe patients and the patient's environment.
I require the use of glasses/contacts and wear them when necessary.
2. **Speech/Hearing**
I am able to speak clearly and be understood.
I am able to hear and interpret voices as well as loud, soft or muffled sounds.
3. **Physical Abilities/Fine Motor Touch**
I am able to walk, lift in excess of 50 lbs., push, pull, reach, sit and stand for long periods of time when necessary.
I am able to move heavy objects by bending, stooping, reaching or moving side to side.
I am able to use my fingers for fine motor dexterity and manipulating small objects, etc.
I am able to gather information (ex: temperature) by using the sense of touch.
I am physically able to work on or with equipment following proper training.
I have physical use of all of the following: fingers, hands, arms, feet, legs, back and neck.
4. **Intellectual/Conceptual/Cognitive**

I am able to do basic mathematical calculations (add, subtract, multiply, divide).
I am able to recognize emergency situations and take appropriate actions as taught.
I am able to comprehend and process verbal and written information.
I am able to organize and prioritize job tasks.

5. Communication/Behavior

I am able to read and write.
I am able to verbally communicate in the English language.
I am able to legibly communicate in writing using the English language.
I am able to assess or interpret non-verbal communication such as facial expressions, hand signals for help, etc.
I am able to demonstrate and maintain psychological and emotional stability.
I am willing and able to behave in a professional and respectful manner.
I am willing and able to comply with the Baptist Health Values: Service, Honesty, Respect, Stewardship and performance.
I am willing and able to follow all expectations, policies and procedures outlined by the school.
I am able to follow organizational policies which maintain safety for patients, self, and others.

Reentry Requirements - Practical Nursing

A student previously enrolled in BHCLR – SPN, may apply for reentry as identified in the Applicant and Admission section of the Catalog. In addition, the following information is required:

1. Complete reentry application form online at www.bhclr.edu.
2. Submit the following completed documents, the deadline for fall admission is June 1 of each year, for spring, the admission deadline is December 1 each year.
 - 2.1. Reentry Application Form;
 - 2.2. All official transcript(s) on file, if applicable, reflecting additional college credits earned during absence from school;
 - 2.3. Provide additional information and materials as requested by the Selection Committee; and
3. Complete a personal interview, if requested by the Selection Committee;

Registration

Students are notified when receiving their acceptance information of the registration process for the beginning of the school year.

Selection Committee

The Selection Committee reviews and considers the completed applicant file on an individual basis for selection after all required application materials are received.

Selection Process

The Selection Committee reviews complete qualified applicant files and determines class selection based on program requirements and applicant qualifications. Each qualified applicant's file is reviewed by the Selection Committee through an individualized, competitive and nondiscriminatory process by using an identified process for ranking.

Selection for entry is on a competitive basis, as opposed to a first come first serve basis, and each qualifying applicant is ranked according to his/her total percent score as identified on the Applicant Rating Form which is derived from an applicant's qualifications. Selection of qualified applicants occurs during the term prior to the beginning class deadline and progresses until the respective class has reached its maximum capacity.

Applicants are selected for admission based on the total percent score as compared to a predetermined qualifying score. Selected applicants are notified by mail and are required to submit a registration fee by a predetermined date to reserve a slot in the class.

Those applicants that meet criteria but are not selected are placed on an alternate list by qualifying rank. The number or rank is assigned through a process of "highest qualifying alternate" as a number one (1) and so forth. Applicants on the alternate list are notified of their status by mail. Alternates may choose to remain on the alternate list or may choose to retest the TEAS, at their own expense, in an attempt to improve their TEAS score and thus potentially improve their ranking. Alternates that are not selected do not receive preferential treatment for selection into future classes.

Alternate status does not guarantee a future position in the next entering class or any future class. The individual must contact the Admissions Office and request that their file be kept active for future classes. If time since the last inquiry is greater than one calendar year, the individual must update the file as requested by the school.

Incomplete applicant files are not reviewed for selection, and are not "carried over" to the upcoming applicant pool. If the time since last applicant communication is greater than one (1) calendar year from current January 1, the applicant file is considered on "inactive" status and is maintained according to BHCLR Applicant Record Policy.

Transfer of Credit

Transfer credit is reviewed for approval as identified in the Applicant & Admission section of the Catalog. The following course(s) may be accepted for transfer credit:

Anatomy & Physiology I & II (8 credit hours total), from an approved college or university, may be approved for transfer credit if taken and completed prior to entry into Semester I. Transfer credit for Anatomy & Physiology I & II must reflect a minimum final grade of "C".

A student with approved transfer credit for Anatomy & Physiology I (4 credit hours) must take Anatomy & Physiology II (4 credit hours) as a co-requisite course with Semester I. Anatomy & Physiology II must be complete with a minimum final grade of "C" prior to entry into Semester II.

Academic Progress

Academic progress in the theory component is determined by use of the grading scale as identified in the Academic section of the Catalog. Clinical Laboratory and/or Nursing Skills Laboratory grading scale is used as follows:

Laboratory (Clinical and/or Nursing Skills) Grading Scale

Quality Rating	Rating
Satisfactory	S
Unsatisfactory	U
Incomplete	I
Not Observed	NO
Not Applicable	NA

Opportunity Not Available	ONA
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In general, theory component achievement is measured by written examinations, quizzes, and assignments. Clinical and skills laboratory components achievement is measured by evaluation of established indicators.

The student must achieve a minimum final grade of “C”, 77%, in each course theory component and “S”, Satisfactory, in the clinical and skills laboratory component in order to pass the course. A student not achieving the required grade is subject to the academic corrective action policies.

Attendance

The program is a residential-blended program of study. Regular and prompt attendance is required. Student attendance is cumulative and is recorded for the entire length of the program, not by course, therefore absence and/or tardy in any course contributes to absence and/or tardy for the length of the program. Attendance and specific requirements are published in the programmatic handbook and each course syllabus. Excessive absences and/or tardies will result in corrective action up to and including suspension and/or dismissal from the program. Student inability to correct excessive absences and/or tardiness will result in action being taken on the student’s enrollment, which may require the student to apply for reentry into the program.

Student absence from clinical may require clinical make-up, for a fee, prior to progression. Faculty have the discretion in permitting the student to make-up clinical work. The student’s follow-through with policy regarding attendance, previous attendance records and academic progress will be considered when faculty makes this decision. A fee is charged to offset the school’s expense associated with make-up clinical time. The fee is waived for excused absence due to court appearances, military duty and approved funeral leave for an immediate family member.

Class and Clinical Rotations

Classes are usually scheduled Monday through Thursday, 8:00 am - 4:00 pm unless otherwise scheduled on semester calendars.

A class schedule is provided during Orientation. Selected courses have clinical laboratories taught concurrently with lecture topics. This approach provides students hands-on experience and visual reinforcement of the principles learned in the classroom. Laboratory rotations are scheduled by the program faculty. Clinical rotations are 6:30 am - 3:00 pm, with the possibility of 3:00 pm - 11:00 pm and 6:30 am - 7:00 pm rotations.

Credit Hours

Each required course in the professional curriculum reflects a credit hour value. BHCLR uses the credit hour formula identified in the Academic Information section of the Catalog.

Determination of Maximum Credit Hours Expected in a Semester

In the School of Practical Nursing, a student’s total semester hours may be restricted to less than 15 hours in a semester of this program if a student is taking the maximum amount of hours available according to the curriculum plan. The number of approved credit hours earned prior to the current semester start date is subtracted from the total number of credit hours available for a student to achieve upon completion of the current semester. The number of restricted hours remaining equals the maximum number of available hours for a student to take in the current semester. A student is not allowed to add additional general education courses that are not required for the program, nor are they allowed to add nursing courses from another semester.

Educational Plans and Promotion

A student's educational plan serves as a guide for the sequencing of the courses required in the program of study. Educational plans reflect all courses for enrolled nursing students including general education and nursing courses; this plan must be followed by students at all levels. The Registrar or Coordinator develops the plan before the selected applicant enrolls. Changes in the plan may be requested by contacting the Registrar or appropriate Coordinator. The student must have the Registrar or Coordinator's approval prior to the deviation from the educational plan. Deviation from the educational plan may jeopardize enrollment and completion of the program of study.

Graduate Status and Requirements

Completion of the program of study and graduation assures eligibility to apply for the National Council Licensure Examination for Practical Nurses (NCLEX-PN).

Graduation is dependent on the student's fulfillment of the specific school requirements and officially occurs on date of completion verification:

- Fulfill all progression and promotion criteria;
- Complete the graduate clearance process;
- Cooperate in the taking of class and individual photo sessions arranged by the school;
- Complete three (3) community service hours;
- Successful completion of the Program of Study;
- Satisfactory demonstration of program objectives, essential functions and technical standards.

Length of Program

The program of study is one academic year and includes forty-four (44) weeks of instruction.

Licensure

Successful candidates on the NCLEX-PN are recognized as Licensed Practical Nurses, having demonstrated competency and quality performance in the profession. However, persons that have pleaded guilty or nolo contendere to, or been found guilty of an offense listed in **ACA § 17-87-312. Criminal background checks** in the Nurse Practice Act of the State of Arkansas* may not be eligible to receive or hold a license issued by the Arkansas State Board of Nursing.

Graduation from Baptist Health College Little Rock – School of Practical Nursing does not assure the Arkansas State Board of Nursing's approval to take the licensure examination. For detailed information, please see the Applicant and Admissions section of this catalog.

End of Program Student Learning Outcomes

The program objectives exemplify the Baptist Health Christian Values of Service, Honesty, Respect, Stewardship, and Performance:

1. Participate on the healthcare team by contributing to the nursing process within established standards of practice for the Licensed Practical Nurse.
2. Provide nursing care respecting the uniqueness of each individual.
3. Utilize educational opportunities for continued professional growth.
4. Adhere to defined standards of nursing practice.
5. Practice stewardship in the utilization of resources.

Standardized Testing

Students are required to take Standardized Examinations as scheduled throughout the curriculum. The purpose of each examination is to measure student comprehension of nursing knowledge and to evaluate their knowledge in relation to phases of the nursing process, areas of client needs, critical thinking skills, and specific nursing topics.

Students are required to take all examinations as scheduled for progression in the program and promotion to graduate candidacy status. A standardized exit examination, the ATI PN Predictor examination is administered. See ATI Examination Guidelines for conversion of scores in the PNSG 2012 Medical Surgical Nursing II syllabi.

Clinical Laboratory Affiliations

The Baptist Health College Little Rock – School of Practical Nursing affiliates with several facilities in the central Arkansas area to offer a broad range of clinical learning experiences. The following facilities may be used: Baptist Health Medical Center- Little Rock, Baptist Health Medical Center-North Little Rock, Baptist Health Rehabilitation Institute-Little Rock, Parkway Health Center, Easter Seals of Arkansas, Practice Plus Clinics, and Arkansas Children’s Hospital, as well as other selected facilities.

Affiliating College or University

General Education and science course(s) are taught through the University of Arkansas - Pulaski Technical College. Costs for required college level general education course(s) and associated textbook(s) are paid directly to the college or university of attendance.

Professional Fees

Professional fees are payable to outside vendors and are expenses associated with the National Council Licensure Examination-Practical Nurse (NCLEX-PN) application, Arkansas State Board of Nursing (ASBN) application, and temporary permit fee.

Cost of the Program

Total cost of the program is published on the Cost Plan and is located online at www.bhclr.edu.

Professional Organizations

Students are encouraged to join the Arkansas Licensed Practical Nurses’ Association (ALPNA).

Professional Curriculum

The curriculum is organized into two (2) semesters I and II, and leads to a diploma in practical nursing at graduation.

A student enrolled in the program curriculum is required to have a total of fifty one (51) credits to complete the program. After successful completion of fifty one (51) credits, the student may qualify for graduate candidacy.

The practical nursing student progresses through the curriculum from simple to complex nursing situations and is classified as freshman, sophomore, junior or senior based on the level of achievement in the nursing curriculum.

Prerequisites	Credits
BIOL 1402 Anatomy & Physiology I	4

Semester I	Credits
PNSG 1108 Basic Nursing	8
PNSG 1204 Pharmacology I	4
PNSG 1407 Medical Surgical Nursing I	7
PNSG 1501 Gerontological Nursing	1
PNSG 1601 Mental Health Nursing	1
BIOL 1403 Anatomy & Physiology II	4
Subtotal	25

Semester II	Credits
PNSG 2103 Nursing of Mothers & Infants	3
PNSG 2203 Nursing of Children	3
PNSG 2303 Pharmacology II	3
PNSG 2012 Medical Surgical Nursing II	12
SP 0001 Spiritual Perspectives in Healthcare	1
Subtotal	22

Total 51 Credit Hours

Note:

Anatomy & Physiology I & II (8 credit hours total), from an approved college or university, may approved for transfer credit if taken and completed prior to entry into Semester I. Transfer credit for Anatomy & Physiology I & II must reflect a minimum final grade of “C”.

A student with approved transfer credit for Anatomy & Physiology I (4 credit hours) must take Anatomy & Physiology II (4 credit hours) as a **co-requisite** course with Semester I. Anatomy & Physiology II must be complete with a minimum final grade of “C” prior to entry into Semester II.

General education and science courses are offered by Geneva College - Portage Division. Courses are offered in the evening and are in addition to scheduled nursing courses.

Course Descriptions

PNSG 1108

Basic Nursing

8 Credit Hours

This course, through simple to complex learning opportunities, introduces basic principles and skills needed to participate on the healthcare team and meet the total individual's basic needs during health and illness and contributes to lifelong, continuous personal and professional growth by introducing legal and ethical concepts relating to the role of the practical nurse on the healthcare team. Course content introduces the nursing process and includes concepts of basic care, professional growth, communication skills, cultural diversity, legal and ethical concepts, and personal concepts. Basic care concepts include specific procedures, safety issues, infection control and prevention and early detection of disease. Professional growth concepts include scope of practice, decision making, delegation, legal and ethical aspects, and continuing education. Communication skills concepts include medical terminology, client teaching, and the nurse - client relationship. Cultural diversity concepts include traditions, values and beliefs of various client populations. Legal and ethical concepts include scope of practice, communication techniques, delegation, continuing education, nursing history, nursing organizations, code of ethics, and

current trends. Personal concepts include study techniques, stress management, and time management. Theory and clinical experiences are included in this course. The course includes the following number of contact hours: Theory - 88; Clinical Laboratory - 64; and Nursing Skills Laboratory - 25; for a total of 177 contact hours.

PNSG 1204

Pharmacology I

4 Credit Hours

This course reviews fundamental operations of basic mathematical skills, introduces theoretical concepts related to administration of medications, and introduces pharmacodynamics, pharmacokinetics and pharmacological therapy of drug classifications affecting selected body systems. Course content includes concepts of basic math skills, essential medication administration skills, and critical thinking approach to the nursing process. Additional content includes study of medications affecting the Integumentary, Cardiovascular, Respiratory, Gastrointestinal, Sensory and Musculoskeletal systems, Perioperative medications, medications affecting psychiatric clients and related nursing and legal responsibilities. Basic mathematical skills include fractions, decimals, dimensional analysis, systems of measurement and conversions. Essential medication administration skills include abbreviations, symbols, terminology, and interpretation of orders, equipment, general principles, dosage calculations and safety issues. Critical thinking approach to the nursing process includes scope of practice, patient and family teaching, age specific and cultural considerations. Critical thinking application of classroom content is the focus of client simulated situations. Simple to complex pharmacological learning opportunities are integrated throughout the curriculum.

The course includes the following number of contact hours: Theory - 60 contact hours.

PNSG 1407

Medical Surgical Nursing I

7 Credit Hours

This course emphasizes use of critical thinking application of the nursing process to explore individual developmental needs throughout the life cycle when caring for clients in acute, subacute or convalescent stages of selected medical surgical conditions. Course content uses a body systems approach to introduce selected disease processes and associated pathophysiologic alterations. Course content includes safety and infection control; health promotion and maintenance; physiological adaptation; related nursing care; reduction of risk potential and spiritual, emotional, nutritional, pharmacological, gerontological and cultural considerations. Theory and clinical experiences are included in this course. The course includes the following number of contact hours: Theory -72; and Clinical Laboratory - 128; for a total of 200 contact hours.

PNSG 1501

Gerontological Nursing

1 Credit Hour

This course introduces gerontologic theories and concepts and explores the physical, emotional, social and spiritual needs of older individuals during periods of wellness and illness. Course content includes concepts of growth and development throughout the lifespan, psychosocial considerations and physiological adaptation. Concepts of growth and development throughout the lifespan include developmental tasks, theories on aging, issues affecting the older adult and promotion of wellness. Psychosocial concepts include adaptation to stressful events, elder abuse and communication techniques. Physiological adaptation includes normal physical changes, diseases and disorders affecting older adults and related nursing and therapeutic care. Clinical laboratory experiences are correlated with classroom instruction by focusing on utilization of critical thinking application of the nursing process. Theory and clinical experiences are included in the course. The course includes the following number of contact hours: Theory – 20; and Clinical Laboratory – 24; for a total of 44 contact hours.

[The above course is a residential-blended (hybrid) course which is described in the Academic section of this catalog.]

PNSG 1601

Mental Health Nursing

1 Credit Hour

This course introduces basic concepts of personality development, common psychiatric disturbances, behavioral management of the client with acute and chronic mental illness and cognitive psychosocial disturbances. Course content includes mental functioning and dysfunctioning treatment and nursing care of mental illness, emotional illness, abuse, neglect, chemical dependency and related nursing, legal and behavioral interventions. Theory and clinical experiences are included in the course. The course includes the following number of contact hours: Theory-20; and Clinical Laboratory – 24; for a total of 44 contact hours.

[The above course is a residential-blended (hybrid) course which is described in the Academic section of this catalog.]

PNSG 2103

Nursing of Mothers and Infants

3 Credit Hours

This course focuses on concepts related to antepartal, intrapartal and postpartal care of the child bearing family. Course content includes physiological and pathophysiological changes that occur during the obstetrical process, concepts of the nursing process used to deliver family centered healthcare, and related psychosocial issues. Clinical laboratory experiences are correlated with classroom instruction by focusing on utilization of critical thinking application of the nursing process. Theory and clinical experiences are included in the course. The course includes the following number of contact hours: Theory – 44; and Clinical Laboratory – 16; for a total of 60 contact hours.

PNSG 2203

Nursing of Children

3 Credit Hours

This course introduces concepts of growth and development from birth to adolescence and disease conditions affecting each group. Course content includes physiological and pathophysiological conditions of children, related therapeutic interventions, nursing care, psychosocial influences, and concepts of health promotion and maintenance. Clinical laboratory experiences are correlated with classroom instruction by focusing on utilization of critical thinking application of the nursing process. Theory and clinical experiences are included in this course. The course includes the following number of contact hours: Theory – 45; and Clinical Laboratory – 16; for a total of 61 contact hours.

PNSG 2303

Pharmacology II

3 Credit Hours

This course incorporates the theoretical concepts introduced in Pharmacology I and introduces pharmacodynamics, pharmacokinetics and pharmacological therapy of drug classifications as they relate to selected conditions in various patient populations and drug classifications affecting selected body systems. Course content includes study of medications affecting obstetrical and pediatric patients, and related nursing and legal responsibilities. Additional content includes the study of medications affecting the Endocrine, Nervous, Renal and Urinary, and Hematopoietic and Lymphatic systems, fluid and electrolyte balance, introduction to parenteral and intravenous therapy, medications used to treat oncology patients, anti-infectives, and related nursing and legal responsibilities. The course includes the following number of contact hours: Theory – 51 contact hours.

[The above course is a residential-blended (hybrid) course which is described in the Academic section of this catalog.]

PNSG 2012**Medical Surgical Nursing II****12 Credit Hours**

This course incorporates the theoretical concepts introduced in Medical Surgical Nursing I and continues to emphasize use of critical thinking application of the nursing process to explore individual developmental needs throughout the life cycle. Course content continues to use a body systems approach to introduce selected disease processes and associated pathophysiologic alterations. Course content includes safety and infection control; health promotion and maintenance; physiological adaptation; related nursing care; reduction of risk potential and spiritual, emotional, nutritional, pharmacological, gerontological and cultural considerations. Theory and clinical experiences are included in this course. The course includes the following number of contact hours: Theory - 115; and Clinical Laboratory - 208; for a total of 323 contact hours.

SP 0001**Spiritual Perspectives in Healthcare****1 Credit Hour**

This course provides a holistic, Christian-based approach in creating awareness and understanding about: 1) one's own belief system; 2) the spiritual needs of patients; 3) methodologies of spiritual care for patients, and 4) world religions and religious practices specifically as they relate to the delivery of healthcare. The course includes the following number of clock hours: Theory - 15 contact hours.

Program Totals

Total BHCLR Courses / Credit Hours	10/43 credit hours
Total Transfer Courses / Credit Hours	2/8 credit hours
Total Number of Courses / Credit Hours	12/51 credit hours
Contact Hours (Theory)	530
Contact Hours (Clinical Laboratory)	480
Contact Hours (Skills Laboratory)	25
Total Program Contact Hours	1035

ABHES Educational Effectiveness Outcomes

The BHCLR- School of Practical Nursing provides to the general public, prospective students and current students accurate and consistent information in its catalog. To support the information in the preceding pages, the following information is provided:

	Retention Rate	Graduate Placement Rate	Board Passage Rate*	Graduate Satisfaction Rate	Employer Satisfaction Rate
2017-2018	82%	77%	95%	3.25/5.00	3.86/5.00
2018-2019	88%	83%	93%	3.85/5.00	NA
2019-2020	86%	77%	89%	3.50/5.00	5.00/5.00

*Any Attempt

Arkansas State Board of Nursing Board Passage Outcomes

	Board Passage Rate**
2017-2018	88.2%
2018-2019	78.1%
2019-2020	78.9%

**First Attempt

SCHOOL OF RADIOGRAPHY

History

The Baptist Health College Little Rock - School of Radiography was established in 1953. The school is certified through the Arkansas Division of Higher Education (ADHE) and accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT) along with The Accrediting Bureau of Health Education Schools (ABHES) and articulated with the University of Central Arkansas and Henderson State University. The articulation culminates in a baccalaureate degree from that university.

Mission Statement

The Baptist Health tradition of excellence includes the Baptist Health College Little Rock -School of Radiography. The School shares the philosophy and mission of Baptist Health and, through continuous quality improvement, is committed to employers, students, and patient satisfaction.

The Baptist Health College Little Rock - School of Radiography's Mission is to prepare competent graduates who possess skills, knowledge, and professional values to begin a career as an entry level, certified radiographer.

These dedicated radiographers, as employees, with their talent and willingness to serve, will provide the highest quality care for patients in any institution. They exemplify the Baptist Health Values of Service, Honesty, Performance, Respect, and Stewardship and enthusiastically fulfill the school's mission in the profession at the local, state, and national levels.

Philosophy

The Baptist Health College Little Rock - School of Radiography utilizes a didactic and competency based program of clinical education designed to prepare a student to achieve the proficiency required of a professional radiographer in an orderly and progressive manner. The system allows the student to progress at a rate which is consistent to the student's ability and skills.

Differences are clarified between the two words commonly associated with this type of education: competency and proficiency. In the program, students become "competent" first by procedure practice with "proficiency" being the desired goal. Therefore, competency is defined as having the ability and qualities to function and progress in a particular way. A student must become competent in the performance of a procedure(s). Once a student is competent, competency must be maintained, which leads to proficiency, the primary goal of the program. Proficiency is defined as having the knowledge and experience needed for success in the profession.

The student will be assigned to various areas in the Diagnostic Imaging Department on a rotational schedule that allows the student to achieve competency and proficiency in an orderly progression. Throughout clinical education, his/her progress is monitored and evaluated closely. The weekly clinical evaluations reflect the student's ability to relate the information received in the classroom to the actual performance of procedures in the clinical setting. The evaluations also reflect progress in cognitive and psychomotor skills, and the affective domain, with emphasis on professional and personal behavior.

As the student progresses through the different levels of achievement in clinical competencies, each successive level attained moves that student toward the goal of proficiency in the terminal competencies. Upon completion of all didactic and clinical competencies, a student should be able to demonstrate proficiency as indicated in the school's goals.

Goals

Fulfillment of the program's mission is assessed by the degree to which the program achieves the following goals:

1. Students will possess the knowledge and clinical skills needed for an entry-level radiographer.
Student Learning Outcomes:
 - Students will show evidence and understand the importance of radiation protection for the patient and self.
 - Students will be able to provide competent patient care.
 - Students will demonstrate proper patient positioning and central ray, tube angulation, and body rotation.
2. Students will be prepared to critically think and problem solve effectively.
Student Learning Outcomes:
 - Students will demonstrate proper exposure factors.
 - Students will be able to adapt positioning for varying patient conditions, i.e. trauma, fracture, patient abilities, etc.
3. Students will be able to communicate.
Student Learning Outcomes:
 - Students will formulate effective skills to professionally communicate with patients, i.e. explanation of exams and obtaining patient histories.
 - Students will be able to communicate effectively with age-specific patients.
4. Students/Graduates will demonstrate professional and ethical conduct.
Student Learning Outcomes:
 - Students will understand the importance of professional organizations.
 - Students will develop and demonstrate proper ethical conduct with patients and peers.

Program Calendar

Fall		Spring	
Classes Start	July 6, 2021	Classes Resume	January 3, 2022
Labor Day	September 6, 2021	Spring Break	March 21-25, 2022
Fall Break	September 20-24, 2021	Memorial Day	May 30, 2022
Thanksgiving	November 25, 2021	End of Semester	June 10, 2022
Friday after Thanksgiving	November 26, 2021	Commencement	June 13, 2022
End of Semester	December, 10, 2021		

Application Deadline

March 1st, each new class year. Applicant File must be complete by March 15th.

Selection of qualified applicants may continue past posted deadlines until the respective class has reached its maximum capacity.

Affiliating Universities

University of Central Arkansas

Henderson State University

Requirements for Admission

The BHCLR - School of Radiography has a two track program:

- 1. Degree-Seeking Affiliate Applicants** pursuing a baccalaureate degree must complete the prerequisite hours required by the University of Central Arkansas or Henderson State University with a cumulative GPA of 2.5 and a “C” or above in all courses, with a minimum preferred cumulative GPA of 2.5 on their high school transcript. A General Education Diploma (GED) or official transcripts are required from all educational institutions attended. An American College Test (ACT) is required with preferred scores of 19 on the Composite and 17 in the subsets of Math and Science. The Scholastic Aptitude Test (SAT) may be submitted in lieu of the ACT. The SAT is evaluated utilizing an ACT/SAT (Critical Reading + Math) concordance scale available on the ACT website.
- 2. Degree-Holding (A.S. or B.S) Applicants:** Applicants with an earned associate or baccalaureate degree in any field of study, from a regionally accredited university, must have completed the 24 hours of required prerequisites listed below. A cumulative GPA of 2.5 and a “C” or above in all courses, with a minimum preferred cumulative GPA of 2.5 on their high school transcript is required. A General Equivalency Diploma (GED) or official transcripts are required from all educational institutions attended. An American College Test (ACT) is required with preferred scores of 19 on the Composite and 17 in the subsets of Math and Science.

BHCLR superscores the ACT for admission and scholarship purposes. The Scholastic Aptitude Test (SAT) may be submitted in lieu of the ACT and is evaluated utilizing an ACT/SAT (Critical Reading + Math) concordance scale available on the ACT website.

The ACT exams are given on the BHCLR campus on a scheduled basis. BHCLR is a residual ACT testing site. If the ACT is taken at BHCLR, duplicate copies are neither released to the applicant nor transferable to another institution. For more information on specific test dates, see www.bhclr.edu or contact BHCLR Admissions. If tests were taken at a national testing site, the applicant may arrange to have the scores sent directly to BHCLR.

* University of Central Arkansas will grant 60 college credit hours for professional curriculum.

* Henderson State University will grant 60 college credit hours for the professional curriculum.

Prerequisite College Courses

Area of Study	Course	Credit Hours
Math/Logical Reasoning	College Algebra or above	3
Written/Oral Communication	Introduction to Speech	3
Written/Oral Communication	Composition I	3
Information Systems	Introduction to Computers	3
Natural Sciences	College Physics I	4
	†Anatomy & Physiology I	4
	†Anatomy & Physiology II	4
	Total Credit Hours	24

† Anatomy & Physiology I & II must have been completed in the past five (5) years.

All newly accepted student radiographers must complete the “Healthcare Provider CPR Course” at American Heart Association’s Standards, prior to the start of clinical. This requirement is to be completed at the student’s expense. Sign-up for CPR provided by Baptist Health will occur during Welcome Day. The student must recertify prior to graduation at their own expense to be job ready.

Application Requirements

Application requirements include satisfactory completion of application requirements as identified in both the Applicant & Admission section and School Specific section of the Catalog. Completion of the application requirements is required before the applicant file is reviewed by the Selection Committee. Completion of the application process does not guarantee selection and/or admission into the program.

1. An applicant must be a high school graduate or have a GED and completed, or are currently enrolled in the degree program at UCA or HSU; or have attended a regionally accredited institution for completion of an associate or baccalaureate degree prior to the program start date. Please note that these are minimum requirements and applicants are ranked according to academic criteria, part-time
2. Successful completion of prerequisite courses, with a grade of “C” or above,
3. American College Test (ACT) results: scores of 19 on the Composite and 17 in the subsets of Math and Science are preferred; a Scholastic Aptitude Test (SAT) maybe accepted in lieu of the ACT,
4. A personal statement and two letters of recommendation from non-family members,
5. The applicant is encouraged to tour the Baptist Health Medical Center-Little Rock Radiology department prior to the interview with the Selection Committee. Applicants are encouraged to contact the Program Director for a tour at 501.202.7468,
6. Six hours of observation is required in any Radiology department where the applicant can observe diagnostic procedures, preferably to include fluoroscopy. Applicants may download an Observation Evaluation form from our website, www.bhclr.edu, and
7. A personal interview with the Selection Committee. The personal interview completes the application process.

Selection Committee

The Selection Committee reviews each applicant file after the file is complete. Selection is on a competitive basis, as each entering class is limited in number. The committee formulates a recommendation for each applicant and forwards it to the Program Director for final action. Each applicant is notified of the decision regarding his/her application. Selection of the students shall be made by a Selection Committee (two qualified Radiographers (ARRT), Clinical Coordinator and Program Director of School) adhering to the principle of Title IX of the Civil Rights code which prohibits discrimination of educational opportunity on the basis of race, color, creed, religion, sex, marital status, national origin, age or physical handicap. The school does not accept part-time students. All applications must be completed by the date of the interview.

Applicants meeting the required pre-requisites will be interviewed by the Selection Committee where they are rated on speaking ability, mental alertness, composure, motivation, general intellect and knowledge of the profession.

Applicants are encouraged to contact the Program Director at 501.202.7468, for details. Degree seeking applicants should consult with the Radiography Advisor at the University of Central Arkansas or Henderson State University to assure completion of all general education and specific program prerequisites.

Selection Process

The process of selection includes a review of the completed applicant file and the personal interview score(s). Each applicant is ranked according to qualifications, with the highest qualified being number one (1). Qualified applicants not included in the selected class number may be placed on the Alternate List.

The highest qualified alternate is ranked number one (1) and so on. Alternates are notified by rank number if space becomes available in the class. Alternates are strongly encouraged to keep their file active by contacting the Program Director and obtaining academic advice. Alternate status does not guarantee the applicant a future position in the next entering class or any future class. The alternate should contact the Program Director before the March 1st deadline of the next new year and request that the file be kept active, and submit a new application. If time since the last inquiry is greater than one (1) calendar year, the individual must update the file as requested by the school.

Applicants selected for entry are notified by email, and an Acceptance Letter and Registration Form are mailed to the address on file. Applicants are expected to notify the school of intent to register by returning the Registration Form and placement fee to the school prior to registration date. Selected applicants not registering, who seek admission at a later date, have no preferential status and shall be reconsidered for selection at the same time as new applicants for the next class to enter.

For selected applicants, Immunization and Tuberculin Testing information can be found in the Applicant and Admission information section of the Catalog and the General Section of the Student Handbook.

Advanced Placement

Advanced placement is evaluated by the program director and registrar on an as needed basis.

Transfer Students

Transfer student's admittance into the program is evaluated by the program director and registrar on an as needed basis.

Credit by Examination

Not available.

Entry Requirements

Fulfillment of entry requirements includes satisfactory completion of entry requirements as identified in the Applicant & Admission and School Specific sections of the Catalog. Immunization and Tuberculin Testing information can be found in the Applicant and Admission information section of the Catalog and the General Section of the Student Handbook. Selected applicants qualify for entry and registration for courses through fulfillment of all entry requirements.

Note: Eligibility for American Registry of Radiologic Technologists (ARRT) certification requires that the applicant be of good moral character. Conviction of a misdemeanor or felony or a violation of an academic honor code may forfeit an applicant's eligibility to take the certification examination. The ARRT conducts a thorough review on all convictions to determine their impact on eligibility. Documentation required for a review includes a written personal explanation and court records to certify the conviction, the sentence, and completion of the sentence. Candidates may submit a pre-application form to have the impact of convictions on eligibility evaluated. Pre-application forms may be requested by writing to: ARRT, Department of Regulatory Services, 1255 Northland Drive, St. Paul, MN 55120-1155 or by calling (612) 687-0048 or log onto their web site at www.arrt.org.

Essential Functions

Essential functions are the physical and academic standards required to practice radiography. The essential functions for the Baptist Health College Little Rock - School of Radiography are established criteria that all applicants must meet in order to be admitted to the school. These standards are the minimum requirements to achieve the graduate competencies necessary to practice the art and science of radiography.

The standards addressed in this document are:

1. Physical Standards
2. Academic Standards
3. Personal Standards
4. Safety Standards

Applicants who do not meet these standards will be considered ineligible for admission into this educational program.

1. Physical Standards

A. Visual Abilities

A minimum vision of 20/20 or corrected to 20/25 in at least one eye. Rationale: Radiographers must be able to see well enough to work with patients, to read requests, to read syringes, medicine vials, and other necessary items. They must be able to see well enough to perform all fluoroscopic/radiographic procedures and work in low lighted rooms.

B. Communication Skills: Speak English Fluently

Radiographers must communicate with all patients, giving instructions and explaining all procedures. Tone and volume must be sufficient for close proximity face-to-face communication as well as for distant communication (example: patient is on table and radiographer is in control booth i.e. patient is not facing radiographer).

C. Hearing:

Hear normal conversational speech at 10 feet. Rationale: Radiographers must be able to hear and understand patients above equipment noise. Patients have many differing tones, volumes and clarity of speech. Patients may be close by or some distance away. Radiographers must also be able to hear sounds through a stethoscope.

D. Writing:

Radiographers must be able to write both legibly and quickly and type information in an efficient manner. Rationale: Documentation on charts and requests is a must for adequate patient care.

E. Reading:

Radiographers must be able to communicate via reading. They must be able to read physician orders, departmental policies, and hospital policies. They must be able to read instructions related to drug administration and equipment operation. (Example: "operation of this equipment may be hazardous to operator and patient.")

F. Motor Skills

Use both hands simultaneously, lift 50 pounds, and possess physical stamina for an eight (8) hour day. Rationale: push and maneuver mobile radiographic equipment as well as patients in wheelchairs or on stretchers with IV poles, load and unload image receptors/detectors, reach and

operate an x-ray tube placed 48” above the table, be of sufficient build and stature to be capable of standing for eight (8) hours per day, be capable of assisting and supporting patients, and have sufficient motor skills to allow for the positioning of any size of patient for all procedures.

2. Academic Standards

All applicants must have a basic background in math and science; must have graduated from an accredited high school with a minimum preferred GPA of 2.5 or higher. A (General Equivalency Diploma) GED may be substituted in lieu of a high school transcript. All applicants must take the American College Test (ACT) and preferably make a composite score of 19 with a sub score of 17 or above in math and science. Applicants must have completed all pre-requisite courses required by the affiliate university, or possess at least an associate degree with the required twenty-four (24) hours of pre-requisite courses.

3. Personal Standards / Behavioral and Social Skills

The applicant must be neat and clean in appearance, have an outgoing pleasing personality, and positive attitude about themselves; must have a past record showing completion of assigned tasks, responsibility for one’s own actions, initiative and willingness to accept rules and regulations along with change; must be motivated and have a genuine interest in working with and around people.

4. Safety

The applicant must adhere to organizational policies to maintain safety in the environment for the patient, self, and others.

Please note:

Metallic Implants – All students have clinical rotations in Magnetic Resonance Imaging (MRI). Certain metallic implants could prevent a student from participating in this clinical rotation. Radiographers must be able to assist patients while around a strong magnetic field. You must inform the Program Director if you have any metallic implants.

MRI staff will complete an MRI Safety screening form on each student prior to rotations to determine the safety of this rotation for the student. If determined unsafe, a student will be assigned to another clinical area.

Academic Progress

Didactic lecture periods are held at specific intervals during the calendar week. In general, lecture hours are scheduled in the afternoon. The morning hours are spent in acquiring the practical aspect of the profession in clinical education. This is performed under the direction of Radiologists and Radiographers in the Radiology Department. Each professional Radiographer takes an active interest in the student’s professional development and does everything possible to maximize student learning and clinical performance.

Students are required to attend all scheduled classroom sessions. If delayed by more than five (5) minutes he/she must report to the Program Director as soon as possible. The class is considered to be dismissed if the instructor does not appear within fifteen (15) minutes. Class schedules are posted weekly on the school’s classroom bulletin board and throughout the Radiology Department.

Students are required to:

Maintain a minimum cumulative GPA of 2.00 and at least a minimum grade of “C” (77%) in all educational components. Failure to do so may result in academic suspension or dismissal.

Maintain a minimum clinical grade of “C” or better in clinical education. Students must acquire the expected level of clinical competency in the various Radiographic categories taught throughout the two (2) year program. Clinical evaluations are monitored weekly. If the evaluation is lower than required, counseling and assistance is given by one or more individuals, as appropriate, including the Clinical Instructor, Staff Radiographer, Program Director, or the Academic and Spiritual Counselor. Counseling sessions are documented and placed in the student’s record. Evaluations are calculated at the end of each semester and shared with the student. A student not fulfilling the preceding requirements is counseled by the Program Director and may be administratively withdrawn from the program.

A student demonstrating progressive development in a clinical component promotes to the next level or course of study.

Attendance, Method of Delivery and Clinical Policies

The program is a residential program of study. A student is expected to attend all scheduled classes and clinical rotations. Attendance in both didactic and clinical components are factored into the clinical grade. Excessive absences and tardiness are made-up according to established policies published in the Student Handbook. These policies are available in the Student Handbook, which is accessible from the college website (www.bhclr.edu).

Missed class assignments and exams may be made up at the sole discretion of the Program Director. It is the student’s responsibility to meet with the Program Director to review and obtain make-up assignments and make arrangements to take the make-up exam. A fee is charged and receipt must be provided prior to administration of a make-up exam.

Clinical Competency

Upon successful completion of the program, the graduate will:

1. Demonstrate proper use of oral and medical communication;
2. Demonstrate knowledge of human structure, function, and pathology;
3. Position patient and equipment to perform radiographic procedures/examinations;
4. Practice radiation protection/manipulate equipment and technical factors;
5. Provide basic patient care and comfort, and anticipate patient needs;
6. Exercise independent judgment and discretion/confidentiality within the profession;
7. Operate medical imaging equipment and accessories;
8. Demonstrate professional appearance, behaviors, and professional relationships;
9. Evaluate radiographic images for quality;
10. Demonstrate critical thinking skills in a clinical setting, comprehension, and application analysis.

Credit Hours

Each required course in the professional curriculum reflects a credit hour value. BHCLR uses the credit hour formula identified in the Academic Information section of the Catalog. Credit hours are used in determining cumulative GPA. For honors: 3.75 - 3.89 and for high honors: 3.90 - 4.0.

Graduation Requirements

1. Successful academic completion of the program of study and the professional curriculum; which includes satisfactory attendance and the required number of credits and contact hours achieved.
2. Demonstrate proficiency in graduate competencies.
3. Student financial account balance is zero (0); payment made before the end of the program, before commencement or thereafter, must be made in either cash, money order, credit card or verified check.
4. Completion of Student Graduate Clearance Form.
5. Participation in class composite photo preparation and senior photo session.
6. Participation in commencement ceremony in faculty approved attire.

The School's diploma, pin and transcript are not released until all of the above are fulfilled.

Length of Program

The program of study is two (2) academic years and includes eighty-eight (88) weeks of instruction.

Graduates

Upon completion of the program the student will receive a certificate from Baptist Health College Little Rock and those who have come from one of the academic affiliates are eligible to receive a baccalaureate degree

Terminal Essential Functions

1. Perform all radiographic and fluoroscopic procedures as required.
2. Keep complete and accurate records.
3. Resuscitate life in an emergency.
4. Participate in required continuing education.
5. Approach and individualize the assessment, treatment, or care of age-specific patients (neonate, pediatric, adolescent, or geriatric) from a developmental perspective.
6. Able to use specialized professional equipment, machines, tools, electronic devices, software, and so forth.
 - Utilize equipment necessary to perform radiographic, fluoroscopic, portable and C-Arm procedures.
 - Computer terminal, telephone, intercom, calculator, copy machine, pager, and fax machine.
7. Fulfill physical demands: sitting, standing, walking, and bending, stooping, squatting, climbing, reaching, balancing, lifting and kneeling.

Certification

Successful completion of the Program of Study and fulfillment of graduation requirements assures eligibility to apply for the national certification examination of the American Registry of Radiologic Technologist (ARRT). Successful candidates are recognized as Registered Technologists (RT), having demonstrated competency, a commitment to maximal, quality performance in the profession. The new professional signs the credentials RT and has the privileges of the profession as a whole.

Clinical Laboratory Affiliations

Baptist Health Medical Center- Little Rock
Baptist Health Medical Center- North Little Rock
Arkansas Children's Hospital
OrthoArkansas
Radiology Consultants
Baptist Health Imaging Center – Kanis

Baptist Health Family Practice – Lakewood
CARTI Cancer Center
Baptist Health Orthopedic Clinic

Professional Organizations

American Registry of Radiologic Technologists (ARRT)
American Society of Radiologic Technologists (ASRT)
Arkansas Society of Radiologic Technologists (ArSRT)

Professional Curriculum

The professional curriculum for the education of radiographers is organized into four (4) semesters and leads to a certificate at the end of the program.

Clinical and academic involvement is no more than forty (40) contact hours per week. Students receive over 700 contact hours of scheduled classroom studies and approximately 1,630 contact hours of clinical experience during the two (2) year program. Daily clinical education is taught by ARRT registered staff radiographers at all clinical laboratory affiliates. For equitable learning experiences, all students will rotate through the same clinical sites. Evening shifts are also part of the clinical rotation schedule to achieve proficiency in radiographic procedures involving trauma and for the development of critical thinking skills.

Schedules include 0700-1600, 0730-1600, 0800-1600 and 1300-2030. Students will begin the day in clinical until 1200, and then follow up with academics scheduled from 1300-1600, Monday through Friday. Should a student be assigned to evening clinical rotations, academics will be from 1300-1600, and clinical will then follow from 1600-2030.

First Year: Fall Semester I

RADG 3001	Introduction to Radiography	1
RADG 3208	Clinical Education I	8
RADG 3301	Image Analysis I	1
SP 0001	Spiritual Perspectives in Healthcare	1
RADG 3101	Medical Terminology	1
RADG 3402	Patient Care in the Radiologic Sciences (Basic Concepts)	2
RADG 3102	Radiographic Procedures I (Contrast Media)	2
RADG 3201	Medical Ethics and Law	1
RADG 3003	Radiographic Procedures II	3
RADG 3401	Radiation Production & Characteristics I	1
		(21 credits)

First Year: Spring Semester I

RADG 3901	Patient Care in the Radiological Sciences (Advanced Concepts)	1
RADG 3303	Radiographic Procedures III (Routine/Pediatrics)	3
RADG 3309	Clinical Education II	9
RADG 3501	Image Analysis II	1
RADG 2402	Radiation Production & Characteristics II	2
RADG 3302	Digital Image Acquisition & Display I	2

RADG 3601	Radiographic Procedures IV (Special Procedures)	1
RADG 3701	Imaging Equipment (CT, Ultrasound, Nuclear Medicine, MRI)	1
		(20 credits)

Second Year: Fall Semester II

RADG 3809	Clinical Education III	9
RADG 4003	Digital Image Acquisition & Display II	3
RADG 4102	Radiographic Pathology	2
RADG 4401	Introduction to Quality Assurance	1
RADG 3801	Image Analysis III	1
RADG 4103	Radiographic Procedures V (Positioning B)	3
		(19 credits)

Second Year: Spring Semester II

RADG 4201	Image Analysis IV	1
RADG 4002	Principles of Radiation Protection	2
RADG 4001	Principles of Radiation Biology	1
RADG 4609	Clinical Education IV	9
RADG 4203	Senior Seminars (Review)	3
		(16 credits)

Course Descriptions

RADG 3001

Introduction to Radiography

1 Credit Hour

The student is oriented to the structure, policies, and procedures of the school, Radiology Department, and hospital. A brief history of medicine and Radiology is reviewed. The student is acquainted with professional organizations, licensure and career opportunities. The basic principles of radiation protection are introduced. The course includes the following number of contact hours: Theory - 23 contact hours.

RADG 3208

Clinical Education I

8 Credit Hours

There are a total of four (4) clinical categories or practicums in this clinical education program. All clinical experiences correlate with the student's academic education.

Clinical practice experiences and competencies are evaluated in this course. It is designed to allow the student to sequentially develop, apply, critically analyze, integrate, synthesize and evaluate concepts and theories in the performance of radiologic procedures. Through structured, sequential, competency-based clinical assignments, concepts of team practice, patient-centered clinical practice and professional development are discussed, examined and evaluated.

All clinical practice experiences are designed to give the student the ability to provide excellent patient care and assessment, competent performance of radiologic imaging and total quality management. Levels of competency and outcomes measurement ensure the well-being of the patient preparatory to, during and following the radiologic procedure. The course includes the following number of contact hours: Clinical Laboratory - 376 contact hours.

Clinical Education I is the first in a series of clinical courses that provides the student with the opportunities to apply class theories learned in RADG 3001, 3101, 3102, 3402, 3003, and 3301. The student will complete each room assignment objective. All of these objectives and radiographic procedures will be accomplished under the **Direct Supervision** of a qualified (ARRT) Registered Radiographer.

This course allows the student to acquire basic knowledge of routine radiographic equipment, use positioning methods learned in RADG 3102 and 3003, explain radiographic procedures, evaluate images for positioning accuracy and image quality, and develop expertise in the necessary interpersonal relationships. Students learn to deal with patients in a manner that does not add further discomfort or injury nor hinder recovery, and learn radiation protection for procedures such as chest, abdomen, fluoroscopy, and extremities. Students will rotate through areas in the department to achieve these skills and seek to achieve new skills in order to function in the radiographic room through observation, assisting and performing procedures. **ALL REPEAT IMAGES WILL BE DONE BY A QUALIFIED (ARRT) REGISTERED RADIOGRAPHER WITH THE STUDENT PRESENT.**

Assignments to rotations in the first six (6) months will provide basic knowledge of the overall structure of the Radiology Department such as patient imaging and procedures, admissions desk, and patient transport. These rotations should be coordinated with classes in radiographic procedures, medical terminology, and medical ethics and law. As a student progresses in the first semester, clinical rotations to include radiographic procedures of the upper and lower extremities will be included. A clinical evaluation will be done weekly in all of these rotations by the supervising radiographer. The student must obtain a minimum score of 76 in the first six (6) months. Probation will result with clinical evaluations below 64.

RADG 3301

Image Analysis I

1 Credit Hour

There are a series of four Image Analysis courses designed to correlate with clinical and academics. Content is designed to provide a basis for analyzing radiographic images. Included are the importance of minimum imaging standards, discussion of a problem-solving technique for image evaluation and the factors that can affect image quality. Actual images will be included for analysis. The course includes the following number of contact hours: Theory - 17 contact hours.

SP 0001

Spiritual Perspectives in Health Care

1 Credit Hour

The course provides a holistic, Christian-based approach in creating awareness and understanding about; 1) one's own belief system; 2) the spiritual needs of patients; 3) methodologies of spiritual care for patients, and 4) world religions and religious practices specifically as they relate to delivery of healthcare. The course includes the following number of contact hours: Theory – 15 contact hours.

RADG 3101

Medical Terminology

1 Credit Hour

To work effectively in Radiology, it is necessary to understand the language of medicine. The student learns the word-building system of medical terminology; prefixes, suffixes and root or stem words relating to the body and its systems. Terms, abbreviations and symbols especially pertinent to medical imaging are studied with emphasis on understanding the meaning of such words and their proper usage in medicine. The course includes the following number of contact hours: Theory - 16 contact hours.

RADG 3402

Patient Care in the Radiological Sciences (Basic Concepts)

2 Credit Hours

A study of the concepts of care in radiology, including both physical and psychological needs of the patient and family. Professional issues, communication, routine and emergency patient care procedures are described, as well as infection control procedures using standard precautions. Students will also learn how to accurately measure and monitor a patient's vital signs. Imaging of pediatric and geriatric patients is also discussed. The course includes the following number of contact hours. Theory - 30 contact hours.

RADG 3102**Radiographic Procedures I (Contrast Media)****2 Credit Hours**

This course is the first in a sequence of courses that instructs the student in the radiographic positioning of the anatomic structures and organs of the body, correlated with Human Structure and Function. In addition to the basic radiographic positions and procedures, special or supplementary radiographic views and studies using contrast media are also discussed. The course includes the following number of contact hours: Theory - 40 contact hours.

RADG 3201**Medical Ethics and Law****1 Credit Hour**

Content is designed to provide a fundamental background in ethics. The historical and philosophical base of ethics, as well as the elements of ethical behavior, are discussed. The student will examine a variety of ethical issues and dilemmas found in clinical practice; an introduction to legal terminology, concepts and principles will also be presented. Topics include misconduct, malpractice, legal and professional standards and the ASRT scope of practice. The importance of proper documentation and informed consent is emphasized. The course includes the following number of contact hours: Theory - 15 contact hours.

RADG 3003**Radiographic Procedures II****3 Credit Hours**

This course is a continuation of course RADG 3102 with an emphasis on basic radiographic positioning of the lower and upper anatomic structures, correlated with Human Structure and Function. The course includes the following number of contact hours: Theory - 45 contact hours

RADG 3401**Radiation Production and Characteristics I****1 Credit Hour**

A study of the general theories of physics at atomic and subatomic levels, electrostatics and electronics related to radiographic practice, x-ray tubes and transforms, circuits and equipment. The production of x-radiation, its properties, measurements and interaction with matter are studied. The course includes the following number of contact hours: Theory - 25 contact hours.

RADG 3901**Patient Care in the Imaging Sciences (Advanced Concepts)****1 Credit Hour**

This is a continuation of RADG 3402. Content is designed to further educate the student on advanced patient care concepts to include: urologic and gastrointestinal procedures, aseptic technique, pharmacology, drug administration and basic electrocardiogram monitoring. Theory – 20 hours.

RADG 3303**Radiographic Procedures III (Routine & Pediatrics)****3 Credit Hour**

A continuation of course RADG 3003 (Routine and Pediatrics) to include the positioning of bones of the pelvis, vertebral column, bony thorax, skull, facial bones, and paranasal sinuses. A study of special problems in radiography of children is emphasized and routine positioning for radiography of children is taught. The course includes the following number of contact hours: Theory - 50 contact hours.

RADG 3309

Clinical Education II

9 Credit Hours

This is a continuation of course RADG 3208. Clinical practice experiences and competencies are evaluated in this course. It is designed to allow the student to sequentially develop, apply, critically analyze, integrate, synthesize and evaluate concepts and theories in the performance of radiologic procedures. Through structured, sequential, competency-based clinical assignments, concepts of team practice, patient-centered clinical practice and professional development are discussed, examined and evaluated.

All clinical practice experiences are designed to give the student the ability to provide excellent patient care and assessment, competent performance of radiologic imaging and total quality management. Levels of competency and outcomes measurement ensure the well-being of the patient preparatory to, during and following the radiologic procedure. The course includes the following number of contact hours: Clinical Laboratory - 420 contact hours.

Clinical Education II is the second in a series of clinical courses that provides the student with the opportunities to apply class theories learned in RADG 2402, 3303, 3302, 3501, and 3901. The student will complete each room assignment objective. All of these objectives and radiographic procedures will be accomplished under the **Direct Supervision** of a qualified (ARRT) Registered Radiographer.

This course allows the student to acquire basic knowledge of routine radiographic equipment, use positioning methods learned in RADG 3303, explain radiographic procedures, evaluate images for positioning accuracy and image quality, and develop expertise in the necessary interpersonal relationships. Students learn to deal with patients in a manner that does not add further discomfort or injury nor hinder recovery, and learn radiation protection for procedures such as pelvis, hip, spines, skull, facial bones, sinuses, and pediatric examinations. Students will rotate through areas in the department to achieve these skills and seek to achieve new skills in order to function in the radiographic room through observation, assisting and performing procedures. **ALL REPEAT IMAGES WILL BE DONE BY A QUALIFIED (ARRT) REGISTERED RADIOGRAPHER WITH THE STUDENT PRESENT.**

Assignments to rotations in the second six (6) months, including Arkansas Children's Hospital, will provide the student with more difficult examinations that they have learned in RADG 3003 and 3303. These rotations should be coordinated with classes in pediatric procedures, head work, radiation production and characteristics and anatomy. A clinical evaluation will be done weekly in all of these rotations by the supervising radiographer. The student must obtain a minimum score of 75 in the second semester. Probation will result with clinical evaluations below 74.

RADG 3501

Image Analysis II

1 Credit Hour

A continuation of course RADG 3301. Content is designed to provide a basis for analyzing radiographic images. Included are the importance of minimum imaging standards, discussion of a problem-solving technique for image evaluation and the factors that can affect image quality.

Actual images will be included for analysis. The course includes the following number of contact hours: Theory - 19 contact hours.

RADG 2402**Radiation Production and Characteristics II****2 Credit Hours**

A continuation of course RADG 3401 with an emphasis on x-ray tubes, transformers, rectifiers, circuits and equipment types. The course includes the following number of contact hours: Theory - 30 contact hours.

RADG 3302**Digital Image Acquisition & Display I****2 Credit Hours**

Content is designed to impart an understanding of the components, principles and operation of digital imaging systems found in diagnostic radiology. Factors that impact image acquisition, display, archiving and retrieval are discussed. Principles of digital system quality assurance and maintenance are presented. The course includes the following number of contact hours: Theory - 40 contact hours.

RADG 3601**Radiographic Procedures IV (Special Procedures)****1 Credit Hour**

A continuation of course RADG 3303 introducing the student to specialized procedures. The course includes the following number of contact hours: Theory - 20 contact hours.

RADG 3701**Imaging Equipment (Ultrasound, Nuclear Medicine, MRI)****1 Credit Hour**

Introduces the student to various methods of recording images, fundamentals of maintenance and relates principles of diagnostic imaging to the process of image production and the specific equipment it requires. Content includes image intensification, magnification, tomography and digital. The student is acquainted with advanced imaging techniques, including Computed Tomography, Ultrasound, Nuclear Medicine and Magnetic Resonance Imaging. Basic principles of MRI are taught including MRI safety, field strength, and procedures performed. At this time, the students are screened by the MRI technologists to determine any pre-existing contraindications before entering the MRI suite. The course includes the following number of contact hours: Theory - 16 contact hours.

RADG 3809**Clinical Education III****9 Credit Hours**

This is a continuation of course RADG 3309. Clinical practice experiences and competencies are evaluated in this course. It is designed to allow the student to sequentially develop, apply, critically analyze, integrate, synthesize and evaluate concepts and theories in the performance of radiologic procedures. Through structured, sequential, competency-based clinical assignments, concepts of team practice, patient-centered clinical practice and professional development are discussed, examined and evaluated.

All clinical practice experiences are designed to give the student the ability to provide excellent patient care and assessment, competent performance of radiologic imaging and total quality management. Levels of competency and outcomes measurement ensure the well-being of the patient preparatory to, during and following the radiologic procedure. The course includes the following number of contact hours: Clinical Laboratory- 416 contact hours.

Clinical Education III is the third in a series of clinical courses that provides the student with the opportunities to apply class theories learned in RADG 3801, 4401, 4003 4102, and 4103. The student will complete each room assignment objective. All of these objectives and radiographic procedures will be accomplished under the **Direct Supervision** of a qualified (ARRT) Registered Radiographer

This course allows the student to acquire basic knowledge of routine radiographic equipment, use positioning methods learned in RADG 3102, 3003, 3303 and 3601 to explain radiographic procedures,

evaluate images for positioning accuracy and image quality, and develop expertise in the necessary interpersonal relationships. This course allows the student to deal with patients in a manner that does not add further discomfort or injury nor hinder recovery and learn radiation protection for procedures such as chest, abdomen and to function in an imaging department. Students will rotate through areas in the department to achieve these skills and seek to achieve new skills in order to function in the radiographic room through observation, assisting and performing procedures. **ALL REPEAT IMAGES WILL BE DONE BY A QUALIFIED (ARRT) REGISTERED RADIOGRAPHER WITH THE STUDENT PRESENT.**

Assignments to rotations in the third six (6) months, including advanced imaging modalities, will provide the students with more difficult examinations and new procedures than that they may have learned in previous courses. A clinical evaluation will be done weekly in all of these rotations by the supervising radiographer. The student must obtain a minimum score of 81 in this semester. Probation will result with clinical evaluations below 80.

RADG 4003

Digital Image Acquisition & Display II

3 Credit Hours

A continuation of course RADG 3302. Content is designed to impart an understanding of the components, principles and operation of digital and film based imaging systems found in diagnostic radiology. Factors that impact image acquisition, display, archiving and retrieval are discussed. Guidelines for selecting exposure factors and evaluating images within a digital system assist students to bridge between film-based and digital imaging systems. Principles of digital system quality assurance and maintenance are presented. The course includes the following number of contact hours: Theory - 50 contact hours.

RADG 4102

Radiographic Pathology

2 Credit Hours

An introduction to the concepts of disease. Trauma/physical injury, the systematic classification of disease, and repair and replacement of tissue are discussed. The course includes the following number of contact hours: Theory- 40 contact hours.

RADG 4401

Introduction to Quality Assurance

1 Credit Hour

A study of the evaluation of radiographic systems to assure consistency in the production of quality images. The regulations governing quality assurance and the techniques, equipment and procedures for attaining it are discussed. The course includes the following number of contact hours: Theory - 16 contact hours.

RADG 3801

Image Analysis III

1 Credit Hour

A continuation of course RADG 3501. Content is designed to provide a basis for analyzing radiographic images. Included are the importance of minimum imaging standards, discussion of a problem-solving technique for image evaluation and the factors that can affect image quality. Actual images will be included for analysis. The course includes the following number of contact hours: Theory - 17 contact hours.

RADG 4103

Radiographic Procedures V

3 Credit Hours

A continuation of course RADG 3601. Content is designed to emphasize certain special views used to demonstrate specific anatomical parts which are difficult to see in routine positioning. Daily oral quizzes are given. This course also provides a review of routine positioning. Students will review body rotations,

central ray locations, tube tilts, anatomy, and structures shown. The course includes the following number of contact hours: Theory - 57 contact hours.

RADG 4201

Image Analysis IV

1 Credit Hour

A continuation of course RADG 3801. Content is designed to provide a basis for analyzing radiographic images. Included are the importance of minimum imaging standards, discussion of a problem-solving technique for image evaluation and the factors that can affect image quality. Actual images will be included for analysis. The course includes the following number of contact hours: Theory - 17 contact hours.

RADG 4002

Principles of Radiation Protection

2 Credit Hours

A study of the interactions of radiation with matter, its biological effects, and the need for protection. Methods for minimizing exposure to patients, maximum permissible dose equivalents, personnel monitoring, shielding, and methods of measuring ionizing radiation are discussed. The course includes the following number of contact hours: Theory - 30 contact hours.

RADG 4001

Principles of Radiation Biology

1 Credit Hour

A study of the effects of ionizing radiations on living tissues. Included are discussions on relative sensitivity and resistance of organ systems, cellular and systematic response to radiation, and in-utero response to radiation. The acute and latent effects of radiation are also discussed. The course includes the following number of contact hours: Theory - 16 contact hours.

RADG 4609

Clinical Education IV

9 Credit Hours

This is a continuation of course RADG 3809. Clinical practice experiences and competencies are evaluated in this course. It is designed to allow the student to sequentially develop, apply, critically analyze, integrate, synthesize and evaluate concepts and theories in the performance of radiologic procedures. Through structured, sequential, competency-based clinical assignments, concepts of team practice, patient-centered clinical practice and professional development are discussed, examined and evaluated.

All clinical practice experiences are designed to give the student the ability to provide excellent patient care and assessment, competent performance of radiologic imaging and total quality management. Levels of competency and outcomes measurement ensure the well-being of the patient preparatory to, during and following the radiologic procedure. The course includes the following number of contact hours: Clinical Laboratory - 420 contact hours.

Clinical Education IV is the last in a series of clinical courses that provides the student with the opportunities to apply class theories learned in RADG 4203, 4001, 4002, and 4201. The student will complete each room assignment objective. All of these objectives and radiographic procedures will be accomplished under the **Direct Supervision** of a qualified (ARRT) Registered Radiographer. During the last three (3) months, students may work **under indirect supervision** at the discretion of the program director and clinical coordinator.

This course allows the student to hone their skills regarding routine radiographic equipment and positioning to gain proficiency. Positioning methods learned in RADG 3102, 3003, 3303, 3601, 3701 and 4103 are used to explain radiographic procedures, evaluate images for positioning accuracy and image quality, and develop expertise in the necessary interpersonal relationships. This course allows the student

to deal with patients in a manner that does not add further discomfort or injury nor hinder recovery and apply radiation protection for all imaging procedures, and to function in an imaging department. Students will perform and/or assist in all radiographic procedures done in the assigned room. **ALL REPEAT IMAGES MAY BE DONE BY THE STUDENT IN THE PRESENCE OF A QUALIFIED (ARRT) REGISTERED RADIOGRAPHER.**

A clinical evaluation will be done weekly in all of these rotations by the supervising radiographer. The student must obtain a minimum score of 85 in this semester.

RADG 4203

Senior Seminars (Review)

3 Credit Hours

Review sessions in those courses deemed critical for the Registry examination. Students are also given simulated Registry examinations to aid in preparation and familiarization with conditions under which the Registry is given. Scheduled computer review is also expected during this time. The course includes the following number of contact hours: Theory - 57 contact hours.

Program Totals

Total Number of Courses	29
Total Number of Credit Hours	76
Contact Hours (Theory Hours)	721
Contact Hours (Clinical Hours)	1632
Total Contact Hours	2353

ABHES Educational Effectiveness Outcomes

The BHCLR - School of Radiography provides the general public, prospective students and current students accurate and consistent information in its catalog. To support information in preceding pages, the following rates are included. Program Effectiveness may also be accessed at www.jrcert.org.

ABHES 3 Year Academic Outcomes

	Retention Rate	Graduate Placement Rate	Board Passage Rate	Graduate Satisfaction Rate	Employer Satisfaction Rate
2017-2018	100%	100%	100%	4.97/5.00	4.90/5.00
2018-2019	96%	100%	100%	4.91/5.00	4.89/5.00
2019-2020	100%	100%	100%	4.89/5.00	4.89/5.00

JRCERT Program Effectiveness Data

As stipulated by JRCERT Standards

- **Credentialing Examination Rate:** The number of students who pass, on the first attempt, the American Registry of Radiologic Technologists (ARRT) certification examination, or an unrestricted state licensing examination, compared to the number of graduates who take the examination within six months of graduation. The five-year average benchmark established by the JRCERT is 75%.
- **Job Placement Rate:** The number of graduates employed in the radiologic sciences compared to the number of graduates actively seeking employment in the radiologic sciences within twelve months of graduating. The five-year benchmark established by the JRCERT is 75%.

- **Program Completion Rate:** The number of students who complete the program within 150% of the stated program length. The annual benchmark established by the program is 80%.

Year	Program Completion Rate	ARRT Exam Pass Rate	Job Placement Rate
2016	83% (10/12)	100% (10/10)	100% (10/10)
2017	100% (12/12)	100% (12/12)	100% (12/12)
2018	100% (13/13)	100% (13/13)	100% (13/13)
2019	100% (13/13)	100% (13/13)	100% (13/13)
2020	100% (12/12)	100% (12/12)	100% (12/12)
All Years	96.8% (60/62)	100% (60/60)	100% (60/60)

Explanations of these measures and current program data can be obtained here (<http://www.jrcert.org>).

Note: The job placement rate may differ from program completion rate for the following reasons. Only graduates actively seeking employment are used in the Job Placement Rate data. The JRCERT has defined “not actively seeking employment” as:

- 1) Graduate fails to communicate with program officials regarding employment status after multiple attempts, OR
- 2) Graduate is unwilling to seek employment that requires relocation, OR
- 3) Graduate is unwilling to accept employment due to salary or hours, OR
- 4) Graduate is on active military duty, AND/OR
- 5) Graduate is continuing education.

Revised: 04/2021 SB

SCHOOL OF SLEEP TECHNOLOGY

History

The BHCLR School of Sleep Technology came into existence in order to meet the demand for highly skilled and competent Sleep Technologists within Baptist Health, as well as the surrounding community. Recognizing this need, Baptist Health leadership committed to establish the School in July of 2007. Following considerable planning and development, the inaugural class began July 7, 2008.

The School is certified through the Arkansas Division of Higher Education (ADHE) and accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP). The program is affiliated with the following clinical sites: Baptist Health Medical Center-Little Rock (BHMC-LR), Baptist Health Medical Center-North Little Rock (BHMC-NLR), Arkansas Children's Hospital (ACH), and other sleep labs accredited by the American Academy of Sleep Medicine (AASM), as approved.

Participants are conferred a certificate of Sleep Technology from BHCLR upon successful completion of the program and are immediately eligible for international certification through the Board of Registered Polysomnographic Technologists.

Mission Statement

Baptist Health College Little Rock, a part of Baptist Health Medical Center – Little Rock, shapes the health of Arkansans by educating and mentoring healthcare professionals with Excellence and Christian compassion. The School of Sleep Technology shares this overarching mission of Baptist Health and strives to provide quality education in polysomnographic technology for all program participants.

Values

In fulfilling our mission, we place special emphasis on the values of Service, Honesty, Respect, Stewardship, and Performance.

Goals

The central goal of the BHCLR-School of Sleep Technology is to prepare competent, entry-level sleep (polysomnographic) technologists in the cognitive, psychomotor, and affective learning domains. These are accomplished through intensive classroom, laboratory, and clinical experiences.

Objectives

- Communicate and cooperate with Baptist Health and our regional community in order to provide highly trained sleep technologists who meet the health and wellness needs of Arkansas residents.
- Provide education based on current standards of practice for students who wish to develop entry-level competencies in sleep technology
- Provide comprehensive clinical experiences for students in a sleep center accredited by the American Academy of Sleep Medicine.
- Provide academic advice, counseling, financial aid, and other services to students interested in sleep technology.

Academic Calendar

Fall Semester 2021		Spring Semester 2022	
Class Begins	July 06, 2021	Class Begins	January 03, 2022
Labor Day	September 06, 2021	Spring Break	March 21-25, 2022
Fall Break	September 20-24, 2021	Memorial Day	May 30, 2022
Thanksgiving Break	November 25-26, 2021	Spring Semester Ends	June 10, 2022
Fall Semester Ends	December 10, 2021	Commencement	June 13, 2022

Application Deadline

In accordance with the entry registration date, the Selection Committee must complete its work prior to arrival of the class. In order to facilitate selection of the new incoming class and its entry registration, an application deadline of April 15 has been established. The application process must be completed, including receipt of all supporting documentation by BHCLR, no later than May 1.

Application Requirements

Application requirements must be completed before the applicant file is reviewed by the Selection Committee. Completion of the application process does not guarantee selection/admission into the program.

- Submission of a completed Application for Admission form.
- One (1) official transcript from each educational institution.
- Official high school transcript confirming graduation date, or official report of GED test results, in a sealed envelope from the organization. An applicant must be a high school graduate or have a GED prior to the program start date.
- An official copy of the American College Test (ACT) results: a minimum score of 17 required; 19 preferred (may be on high school transcript), TOEFL score if applicable. The Scholastic Aptitude Test (SAT) may be submitted in lieu of the ACT. The SAT is evaluated utilizing an ACT/SAT (Critical Reading + Math) concordance scale available on the ACT website.
- Completion of observation hours, coordinated through the Program Director.
- Personal interview with the Selection Committee.
- Satisfactory completion of the application process*

*Please note that these are minimum requirements, and applicants are ranked according to academic criteria. Satisfactory indicates that all requirements have been fulfilled by the applicant. Accepted applicants must complete the program in its entirety. Students seeking reentry must complete the entire application process. All applicants will be considered on an equal basis, regardless of reentry application.

The BHCLR-School of Sleep Technology may limit interviews to the top academically qualified applicants.

Entry Requirements

Fulfillment of entry requirements includes satisfactory completion of entry requirements as identified in the Applicant & Admission and school specific sections of the Catalog. Immunization and Tuberculin Testing Information can be found in the Applicant and Admission Information section of the Catalog. Selected applicants qualify for entry and registration for courses through fulfillment of all entry requirements.

Essential Functions

These non-academic standards established by the school are physical capabilities that must be demonstrated by the student. Essential functions reflect requirements for the student to engage in educational and training activities in such a way that shall not endanger other students or the public, including patients.

1. Sensory
The student must be able to read charts and graphs, read information from the paper and electronic medical record, and interpret graphical representations. He or she must be able to feel using fingers when applying electrodes and assessing air leaks around a mask. The student/practitioner must be able to tolerate the smell of chemicals used to attach and remove electrodes.
2. Communication/Behavioral
The student must be able to verbally communicate effectively in English and adequately transmit information. He or she must be able to legibly write and type information, and assess non-verbal communication. The individual must be able to remain awake and vigilant throughout an overnight shift.
3. Motor/Movement
The student must possess all skills necessary to carry out diagnostic and therapeutic procedures safely and accurately. The use of both arms and hands is required to manipulate instruments, operate equipment, lift and move objects up to fifty pounds, apply electrodes to the patient, and assist non-ambulatory patients and patients with impaired mobility.
4. Locomotion
The student must be able to move freely from one location to another by use of both legs to quickly respond to life-threatening emergencies in the sleep lab. To prepare the patient for monitoring, to apply therapeutic modalities, and to monitor the sleep study recording, the student/practitioner must be able to sit, stand, bend, kneel, walk, squat, and stoop.
5. Intellectual/Conceptual
The student must possess the emotional health required for full intellectual abilities. He or she must recognize emergency situations and take appropriate action through critical thinking. Real-time treatment decisions must be made that may affect the patient's future quality of life.

Selection Process

The Selection Committee considers and interviews each applicant for selection to enter the school after all required materials are received. Each applicant is ranked according to qualifications with the highest qualified being number one. The process is continued until the class is filled. Selection for admission is on a competitive basis, as the entering class is limited to eight (8) students. The committee formulates a recommendation for each applicant and forwards it to the Program Director for final action. The final selection decision is made by the Program Director. An applicant may be given alternate status and notified if a position in the class becomes available. Applicants are notified by letter of the committee's decision.

Selected applicants are expected to notify the school of intent to register by returning the form enclosed with the acceptance letter and \$200 admission fee prior to the registration date. Selected applicants not

registering, who seek admission at a later date, have no preferential status and are reconsidered for selection at the same time as new applicants for the next entering class

Alternate status does not guarantee the applicant a position in any future class. Any applicant who is not selected and intends to re-apply must keep the application file active by submitting a new application by the April 15 deadline of the next year.

Credit by Examination

Not available.

Academic Progress

The school utilizes a grading system to signify student progression through the program of study. A final letter grade is assigned for each course and practicum completed. The letter grade has a corresponding rating that denotes the quality of student learning. A percent range is used to determine the letter grade. Value points are used to calculate the Grade Point Average (GPA) and for other purposes, such as honors awards at commencement and scholarship awards by the Baptist Health Foundation and others.

In general, student didactic achievement is measured by written and practical examinations; clinical progressive development is measured by weekly evaluations.

An incomplete "I" grade may be made-up at the sole discretion of the Program Director. If the incomplete course work is not completed within the established time-frame, the "I" grade becomes a final grade of "F".

Students not achieving the required grade are subject to the academic disciplinary policies. The policies are available on request, and published in the programmatic student handbook.

An overall satisfactory in academics during Semester I is required to progress to Semester II and for qualifying as a candidate for graduation. Satisfactory is defined as a final minimum grade of "C" (77%) in each course. Students not achieving the required grade are subject to the academic disciplinary policies. The policies are available on request, and published in the programmatic handbook.

Attendance and Method of Delivery

The program is a residential-blended program of study. A student is expected to attend all scheduled classes, labs, and clinical meetings. Absence is defined as not being present after one (1) clock hour of the scheduled class, lab, or clinical meeting **OR** leaving before the end of the scheduled class, lab, or clinical meeting. A student must contact the Program Director as soon as possible when he or she cannot be in attendance as scheduled. More than five absences in a semester may result in suspension from the program at the discretion of the Program Director. A maximum of one (1) absence will be assessed within a twenty-four hour period that begins with the first hour of absence.

Tardiness is not being present up to one (1) clock hour of a scheduled class or clinical day. A tardy is recorded if the student arrives for class, lab, or clinical meetings after the scheduled time to be present. Three (3) occurrences of tardiness will equal one (1) absence.

When possible, documentation of the reason for absences and tardiness (family medical, personal medical, bereavement, etc.) should be maintained. Documentation will be considered by the Program Director in the event suspension from the program is being considered for excessive absences and/or tardiness.

Progressive disciplinary procedures for absences and tardiness within a semester are as follow:

Third (3rd) absence or tardy Verbal Counseling

Fourth (4 th) absence or tardy	Written Warning
Fifth (5 th) absence or tardy	Probation
Sixth (6 th) absence or tardy	Suspension, at the Program Director's discretion

Class assignments and exam(s) missed may be made up at the discretion of the Program Director. It is the student's responsibility to meet with the Program Director to obtain make-up assignments and make arrangements to take the make-up exam. These arrangements must be made at the next class meeting the student attends. Penalties may be assessed toward the final score of make up assignments and exams at the discretion of the Program Director.

Missed clinical meetings must be made up. The student must make arrangements with his or her respective clinical site for possible dates to make up sessions missed due to absence. These sessions must be immediately communicated to the Program Director for final approval. It is often necessary to schedule this time during the Fall Break, Christmas Break, or Spring Break. If missed meetings are not made up before the end of the program, the student must do so after commencement to complete program requirements. Such arrangements must also be scheduled by the student and approved by the Program Director.

Class and Clinical Rotations

Classes are scheduled between the hours of 12:00 pm and 6:00 p.m. on Monday, Tuesday, Wednesday, and Thursday. Selected courses have laboratories taught concurrently with the lecture content. This format provides the student with hands-on experience and visual reinforcement of the principles learned in the classroom. A schedule of classes outlining meeting times is distributed at the beginning of the program during New Student Orientation.

Students are required to participate in the clinical setting beginning after the first eleven weeks of instruction. Student rotation sites include Baptist Health Medical Center-Little Rock (BHMC-LR), Baptist Health Medical Center-North Little Rock (BHMC-NLR), Arkansas Children's Hospital (ACH), and other sleep labs accredited by the American Academy of Sleep Medicine (AASM), as approved.

During weeks 12-22 of the first semester each student will attend two (2) clinical meetings each week. Clinical slots will run approximately 4.5 hours per meeting. Most evening clinical slots are available on Monday, Tuesday, Wednesday, and Thursday. Space is limited. All clinical assignments will be made by the Program Director. During the first eight (8) weeks of the second semester, each student will be assigned one evening clinical meeting (5 hours) and one overnight clinical meeting (10 hours) per week. The following eight (8) weeks each student will be assigned two (2) overnight clinical meetings (10 hours each) per week. The last 5 weeks of the semester, each student will be assigned one evening clinical meeting (5 hours) and one overnight clinical meeting (10 hours) each week.

Note: Exact days and times may vary based on the specific site of rotation.

Credit Hours

Each required course in the professional curriculum reflects a credit hour value. BHCLR uses the credit hour formula identified in the Academic Section of the Catalog.

Distance Education

Distance education, internet based, and hybrid methods of delivery transcend the requirements of face-to-face classes thus providing greater flexibility to allow student participation in classes on their own time. It provides a viable option to the motivated, independent learner. For details and descriptions related to distance education at BHCLR, please see the academic section of this catalog.

Length of Program

The program of study is one academic year including forty-four (44) weeks of instruction.

Graduation Requirements

1. Successfully complete the program of study.
2. Fulfill all progression and promotion criteria.
3. Settle all financial outcomes.
4. Complete all graduate clearance documentation and processes.
5. Satisfy Terminal Objectives, Essential Functions and Technical Standards.
6. Successfully complete the Program's comprehensive exit examination.

Graduates

Upon completion of the program, the student will receive a diploma from Baptist Health College Little Rock. Graduates from the BHCLR - School of Sleep Technology will be eligible to apply for and take the international certification examination administered by the Board of Registered Polysomnographic Technologists (www.brpt.org) to become a Registered Polysomnographic Technologist (RPSGT) and the Registered Sleep Technologist (RST) examination administered by the American Board of Sleep Medicine, immediately upon completion of the program.

Professional Certification

The Board of Registered Polysomnographic Technologists (BRPT) develops and administers the certification examination for Registered Polysomnographic Technologists (RPSGTs). Upon successful completion of this examination, an individual is granted the privilege of affixing the credential RPSGT with his or her signature having demonstrated competency and commitment to maximal, quality performance in the profession of Sleep Technology. Programmatic accreditation through CAAHEP allows a graduate to apply for and take the BRPT exam upon completion of the program. The American Board of Sleep Medicine (ABSM) develops and administers the examination to become a Registered Sleep Technologists (RST). Graduates are immediately eligible for certification through the ABSM as well.

Terminal Objectives

These general program objectives apply to all areas of study within the program and all sleep labs through which students rotate.

Cognitive Domain

1. Select the proper testing protocol based on the patient's history and physician orders.
2. Select the proper recording equipment and sensors for the procedure.
3. Perform calibrations necessary for all polysomnographic procedures.
4. Distinguish normal from abnormal results.
5. Utilize data to evaluate accuracy of results.
6. Maintain accurate and complete records.
7. Apply problem solving techniques to identify and correct artifactual data, identify instrument malfunction, and institute appropriate corrective measures under supervision.
8. Determine need for therapeutic intervention.
9. Differentiate emergent events from the patient's baseline behavior.
10. Identify the needs of the patient.

Psychomotor Domain

1. Apply electrodes and other sensors for patient testing.

2. Operate and maintain digital acquisition systems based on the instructor's direction and operating manuals.
3. Initiate and titrate therapeutic modalities.
4. Document all pertinent data, including demographic information.
5. Keep the work area clean and organized at all times.
6. Respond to the needs of the patient.
7. Interact with other healthcare providers.
8. Arrive on time and remain engaged in the department for the scheduled time.

Affective Domain

1. Maintain optimal safety precautions in terms of physical hazards and infection control.
2. Utilize relationships concerning the entire health-care team for total patient care.
3. Demonstrate respect for confidentiality in personal and professional relationships.
4. Demonstrate willingness to go beyond the minimal requirements of service.
5. Respond ethically and empathetically to patient needs.
6. Use optimal verbal and non-verbal communication.
7. Utilize all available learning opportunities.
8. Realistically assess personal limitations in terms of level of knowledge, understanding and psychomotor skills, and legal, regulatory, and ethical responsibilities.
9. Abide by an acceptable code of ethics at all times while on duty.

Clinical Facilities

Baptist Health Medical Center- Little Rock, Baptist Health Medical Center- North Little Rock and Arkansas Children's Hospital

Professional Organizations

American Association of Sleep Technologists (www.AASTweb.org)

American Academy of Sleep Medicine (www.AASM.org)

Board of Registered Polysomnographic Technologists (www.BRPT.org)

American Board of Sleep Medicine (www.ABSM.org)

Programmatic Accreditation

The BHCLR School of Sleep Technology is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP).

Commission on Accreditation of Allied Health Education Programs

9355- 113th St. N, #7709

Seminole, FL 33775

Phone 727-210-2350

Fax 727-210-2354

Website www.CAAHEP.ORG

State Certification

BHCLR-School of Sleep Technology is certified through the Arkansas Division of Higher Education (ADHE).

Arkansas Division of Higher Education
Attention: Director
423 Main Street
Little Rock, AR 72201
Phone: (501) 371-2000
www.adhe.edu

Professional Curriculum

The ten (10) course curriculum is organized into two semesters for a total of thirty-seven (37) credits. A certificate is awarded during the graduation ceremony at the end of the program.

<u>Fall</u>		<u>Credits</u>
SP 0001	Spiritual Perspectives in Healthcare	1
SLPT 1002	Medical Terminology I	2
SLPT 1102	Clinical Practicum I	2
SLPT 1001	Medical Ethics and Law	1
SLPT 1008	Fundamentals of Instrumentation and Patient Monitoring	8
SLPT 1104	Sleep-related Anatomy, Physiology, and Pathophysiology	4
		18 Credits
<u>Spring</u>		
SLPT 2005	Advanced Technology	5
SLPT 2008	Clinical Practicum II	8
SLPT 2101	Certification Testing	1
SLPT 2105	Scoring, Reports, and Day Testing	5
		19 Credits

Course Descriptions

SP 0001

Spiritual Perspectives in Health Care

1 Credit Hour

The course provides a holistic, Christian-based approach in creating awareness and understanding about; 1) one's own belief system; 2) the spiritual needs of patients; 3) methodologies of spiritual care for patients, and 4) world religions and religious practices specifically as they relate to delivery of healthcare. The course includes the following number of contact hours: Theory – 15 contact hours.

SLPT 1002

Medical Terminology I

2 Credit Hours

This course covers the study of words that relate to the human body systems, anatomical structures, pathology, and medical procedures. Word roots, combining forms, prefixes, suffixes, plural endings, abbreviations, symbols, and pronunciation will be introduced. Co-requisites for this course include SLPT 1001, SLPT 1008, SLPT 1102 and SLPT 1104.

The course includes the following number of contact hours: Theory – 36 contact hours.

[The above course may be offered to students as a residential-blended (hybrid) course which is described in the Academic section of this catalog.]

SLPT 1102**2 Credit Hours****Clinical Practicum I**

During this initial clinical experience, the application of the principles of polysomnographic technology and patient monitoring are introduced. It is designed to orient the student to direct patient care and the procedures related to initiating a sleep study recording, including set up. This clinical experience is a prerequisite to subsequent courses related to advanced patient monitoring, event recognition, and therapeutic intervention. Medical Ethics and Law (SLPT 1001) is a prerequisite. Co-requisites for this course include SLPT 1002, SLPT 1008 and SLPT 1104. The course includes the following number of contact hours: Clinical Laboratory – 93 contact hours.

SLPT 1001**1 Credit Hours****Medical Ethics and Law**

Medicolegal and ethical principles involved in the practice of Sleep Technology. Topics covered include the code of ethics and the legal implications of negligence and malpractice in the clinical sleep technology setting. Co-requisites for this course include SLPT 1002, SLPT 1008, SLPT 1102 and SLPT 1104. The course includes the following number of contact hours: Theory – 16 hours.

[The above course may be offered to students as a residential-blended (hybrid) course which is described in the Academic section of this catalog.]

SLPT 1008**8 Credit Hours****Fundamentals of Instrumentation and Patient Monitoring**

Fundamentals of Instrumentation and Patient Monitoring provides both didactic and laboratory training in basic aspects of polysomnographic technology. This introductory course provides necessary skills essential for the initial clinical experience that begins on week twelve of the first semester. Students will become familiar with the skills and knowledge needed to conduct basic sleep recordings. Basic instrumentation, patient preparation and monitoring, and patient-technologist interactions related to sleep technology are covered. Laboratory sessions provide hands-on experience in the skills required to conduct basic sleep recordings. Co-requisites for this course include SLPT 1001, SLPT 1002, SLPT 1102, and SLPT 1104. The course includes the following number of contact hours: Theory – 99; and Skills Laboratory – 60; for a total of 159 contact hours.

[The above course may be offered to students as a residential-blended (hybrid) course which is described in the Academic section of this catalog.]

SLPT 1104**4 Credit Hours****Sleep-Related Anatomy, Physiology, and Pathophysiology**

This course is designed to provide didactic training in anatomy, physiology, and pathophysiology, as related to sleep and sleep disorders. It provides knowledge that is essential for the initial clinical experience that begins on week twelve of the term. Students will become familiar with sleep disorders, anatomy and physiology of the human cardiopulmonary and nervous systems, and co-morbidities frequently encountered in this population of patients. The course is designed as a prerequisite to subsequent courses related to advanced patient monitoring, event recognition, and therapeutic intervention. Co-requisites for this course include SLPT 1001, SLPT 1008 and SLPT 1102. The course includes the following number of contact hours: Theory - 60 contact hours.

[The above course may be offered to students as a residential-blended (hybrid) course which is described in the Academic section of this catalog.]

SLPT 2005**5 Credit Hours****Advanced Sleep Technology**

As an expansion upon the topics covered in Fundamentals of Instrumentation and Patient Monitoring, this course provides the student with both didactic and laboratory training in advanced instrumentation and patient monitoring. Students will become familiar with the skills and knowledge needed to obtain and evaluate high quality sleep recordings. All aspects of event recognition, instrumentation setup and calibration, recording and monitoring techniques, documentation, therapeutic interventions, and patient-technologist interactions related to sleep technology are covered. Laboratory sessions provide practical experience in the skills required to obtain and evaluate high quality sleep recordings. SLPT 2008, SLPT 2101, and SLPT 2105 are co-requisite to this course. Prerequisites include SLPT 1001, SLPT 1002, SLPT 1008, SLPT 1102 and SLPT 1104. The course includes the following number of contact hours: Theory – 62.3; and Skills Laboratory – 33; for a total of 95.3 contact hours.

[The above course may be offered to students as a residential-blended (hybrid) course which is described in the Academic section of this catalog.]

SLPT 2008**8 Credit Hours****Clinical Practicum II**

A continuation of the clinical experience from semester one, Clinical Practicum II focuses on more advanced concepts in Sleep Technology. The student will be in the clinical setting 15 hours each week, including one overnight shift each week for the first eight (8) weeks. The student will be in the clinical setting twenty (20) hours each week, including two overnight shifts each week for the following eight (8) weeks. The student will be in the clinical setting fifteen (15) hours each week, including one overnight shift each week the last five (5) weeks. Upon completion of this course, the student will have experience in all aspects of overnight testing and therapeutic intervention. SLPT 2005, SLPT 2105, and SLPT 2101 are co-requisite to this course. Prerequisites include SLPT 1001, SLPT 1002, SLPT 1008, SLPT 1102, and SLPT 1104. The course includes the following number of contact hours: Clinical Laboratory – 360 contact hours.

SLPT 2101**1 Credit Hour****Certification Testing**

At the conclusion of the Sleep Technology program, participants may expect to take and pass the examination to become board certified. After completing the Certification Testing course, students will be able to differentiate certification from licensure, and understand the evolution and structure of items as found on a certification examination. Information learned in prior courses will be included in this examination review. SLPT 2005, SLPT 2008 and SLPT 2101 are co-requisites to this course. Prerequisites include SLPT 1001, SLPT 1002, SLPT 1008, SLPT 1102 and SLPT 1104. The course includes the following number of contact hours: Theory – 16.5 contact hours.

[The above course may be offered to students as a residential-blended (hybrid) course which is described in the Academic section of this catalog.]

SLPT 2105**5 Credit Hours****Scoring, Report Generation, and Daytime Testing**

This course will provide didactic and laboratory training in polysomnogram scoring, report generation, and day-time testing. Students will become familiar with the skills and knowledge needed to accurately score sleep recordings, generate reliable reports, and perform multiple sleep latency tests and maintenance of wakefulness testing. Laboratory sessions provide practical experience in the skills required to obtain and evaluate high quality day-time recordings and to score sleep studies. SLPT 2005, SLPT 2008, and SLPT 2101 are co-requisite to this course. Prerequisites include SLPT 1001, SLPT 1002, SLPT 1008, SLPT 1102 and SLPT 1104. The course includes the following number of contact hours: Theory – 62.3; and Skills Laboratory – 33; for a total of 95.3 contact hours.

[The above course may be offered to students as a residential-blended (hybrid) course which is described in the Academic section of this catalog.]

Program Totals

Number of Courses	10
Number of Credit Hours	37
Contact Hours (Theory)	367
Contact Hours (Clinical Laboratory)	453
Contact Hours (Skills Laboratory)	126
Total Contact Hours	946

ABHES Educational Effectiveness Outcomes

	Retention Rate	Graduate Placement Rate	Board Passage Rate*	Graduate Satisfaction Rate	Employer Satisfaction Rate
2017-2018	86%	100%	80%	4.60/5.00	5.00/5.00
2018-2019	86%	100%	100%	4.97/5.00	4.81/5.00
2019-2020	80%	75%	100%	5.00/5.00	5.00/5.00

CAAHEP Educational Effectiveness Outcomes

Graduate Satisfaction Rate (3 years)	
Year	Likert Scale
2017-2018	4.80/5.00
2018-2019	4.97/5.00
2019-2020	5.00/5.00

Employer Satisfaction Rate (3 years)	
Year	Likert Scale
2017-2018	5.00/5.00
2018-2019	4.81/5.00
2019-2020	5.00/5.00

Positive Placement reporting is based on the CoA PSG requirement of the most recent three calendar years filed in the most recent Annual Report. Positive Placement means that the graduate is employed full or part-time in a related field; and/or continuing his/her education; and/or in the military.

Positive Placement	
Year	Placement Percentage
2017-2018	100 %
2018-2019	100 %
2019-2020	75%

* Not required for the profession.

SCHOOL OF SURGICAL TECHNOLOGY

History

The Baptist Health College Little Rock – School of Surgical Technology was established from a study of the increasing shortage of Surgical Technologists in the community. The first class entered in February, 1999, and the commencement ceremony was November 3, 1999 at Geyer Springs Baptist Church in Little Rock, Arkansas.

The program operated as a certificate-granting program from 1999 through 2017. From July 2017 through January 2021, the program accepted both certificate-seeking and associate of applied science degree-seeking students. In July 2021, the program began accepting only associate of applied science degree-seeking students.

The Baptist Health College Little Rock – School of Surgical Technology is certified through the Arkansas Division of Higher Education (ADHE), and holds programmatic accreditation through the Accrediting Bureau of Health Education Schools (ABHES).

Mission Statement

BHCLR– School of Surgical Technology exists to provide quality perioperative education in response to the changing surgical health needs of the citizens of Arkansas with Christian compassion and personal concern.

Philosophy

BHCLR – School of Surgical Technology, as an educational unit of Baptist Health Medical Center-Little Rock, supports the Baptist Health Philosophy, Belief, Mission, Values, and Vision statement and those of affiliating institutions.

The school strives to prepare graduates who demonstrate professional behaviors in the role of Surgical Technologist. Emphasis will be placed on perioperative knowledge, communication skills, and interpersonal relationships in the Operating Room. The school expects the graduate to respect the worth and dignity of individuals receiving perioperative care and to respond to their needs with Christian compassion.

The Surgical Technologist is an integral member of the surgical team who maintains quality perioperative patient care while under the supervision of the surgeon or registered nurse. This is accomplished through the roles of the Surgical Technologist. As a Surgical Technologist the individual understands the procedure being performed, anticipates the needs of the surgeon and utilizes the equipment necessary during the surgical procedure. As a circulating Surgical Technologist the individual monitors conditions in the environment and assesses the needs of the patient and surgical team. As a second assisting Surgical Technologist the individual assists the surgeon or first assistant during the operation.

Education includes classroom and clinical learning experiences which will assure the acquisition of knowledge and skills necessary to provide quality perioperative care. The BHCLR– School of Surgical Technology faculty is committed to providing an environment which enables the learner to acquire the knowledge and skills needed by the Surgical Technologist. The faculty strives to recognize and accept the differences in needs and learning abilities of the individual student.

Goal

The school goal is to prepare competent entry level Surgical Technologists in the cognitive, psychomotor and affective learning domains.

Academic Calendar

Fall Semester 2021		Spring Semester 2022	
Class Begins	July 06	Class Begins	January 03
Labor Day	September 06	Spring Break	March 21-25
Fall Break	September 20-24	Memorial Day	May 30
Thanksgiving Break	November 25-26	Spring Semester Ends	June 10
Fall Semester Ends	December 10	Commencement	June 13

+Dates subject to change

Application & File Completion Deadlines

In accordance with the entry registration date, the Selection Committee must complete its work prior to the arrival of the freshman class in July and January of each calendar year. In order to facilitate selection of the incoming new class and its entry registration, application deadlines of April 15th and October 15th have been established; the application process must be completed by May 1st and November 1st.

Application Requirements

Application requirements include satisfactory completion of application requirements as identified in both the Applicant & Admission section and school specific section of the Catalog. Completion of the application requirements is required before the applicant file is reviewed by the Selection Committee. Completion of the application process does not guarantee selection/admission into the program.

1. An applicant must be a high school graduate or have a GED prior to the program start date. Please note that these are minimum requirements and applicants are ranked according to academic criteria;
2. An American College Test (ACT) minimum composite score of 17 or higher is required with a score of 18 preferred. A Scholastic Aptitude Test (SAT) may be submitted in lieu of the ACT, providing the score is 500 or higher. The SAT is evaluated utilizing an ACT/SAT (Critical Reading + Math) concordance scale available on the ACT website;
3. Transfer of prerequisite courses from an accredited college/university.

List of prerequisite courses

English Composition I	3
English Composition II	3
Psychology or Sociology	3
College Algebra	3
Human Anatomy & Physiology I	4
Human Anatomy & Physiology II	4
Microbiology	4

3. A personal interview, if requested.

The BHCLR-School of Surgical Technology may limit interviews to the top academically qualified applicants.

Selection Committee

The Selection Committee consists of the Program Director and faculty of the school.

The Selection Committee reviews each applicant file for entry to the school after the file is completed. Selection for entry is on a competitive basis, as each entering class is limited in number. The committee formulates a recommendation for each applicant and the Program Director reviews recommendations for final action.

Selection Process

The selection process begins with a review of each completed applicant file. Each applicant is ranked according to the information in the applicant file. The top ranked applicants may be scheduled for a personal interview. After the interview, the applicants will again be ranked. Selection for entry begins with the highest ranked applicant. The process is continued until the class is filled. Qualified applicants not included in the selected class number are placed on an alternate list and may be considered for the next semester.

The highest qualified alternate is ranked number one (1) and so on. Alternates are notified by rank number if space in the class becomes available. Alternate status does not guarantee the applicant a future position in the next entering class or any future class.

Credit by Examination

Not available.

Entry Requirements

Fulfillment of entry requirements includes satisfactory completion of entry requirements as identified in the Applicant & Admission and school specific sections of the Catalog. Immunization and Tuberculin Testing information can be found in the Applicant and Admission information section of the Catalog. Selected applicants qualify for entry and registration for courses through fulfillment of all entry requirements.

Essential Functions

The technical standards (non-academic) established by the school are physical abilities that ensure the "essential functions" that must be demonstrated by the student. Essential functions reflect requirements for the student to engage in educational and training activities in such a way, which shall not endanger other students or the public, including patients. Students may also have exposure to potentially infectious agents.

1. Behavioral Professional conduct in accordance with Baptist Health values.
2. Visual Differentiate colors, read orders, policies, procedures, test results, charts, graphs, instrument printouts, number sequence, etc. Demonstrate sufficient visual ability to load a fine suture, the size of a human hair, onto a fine needle holder.
3. Communication/behavioral The capacity to send and receive a message using verbal and nonverbal skills. Remain calm and exercise good judgment under stressful and/or emergency situations. Hear and understand muffled communication without visualization of the communicator's mouth/lips and within 20 feet. Able to detect odors sufficient to maintain environmental safety and patient needs. Able to refrain from nourishment or restroom breaks for

periods up to 4 hours. Communicate and understand fluent English both verbally and in writing. Exhibit positive interpersonal skills during patient, staff, and faculty interactions. Comply with safety regulations; e.g., potential exposure to infectious organisms, body fluids, and toxic chemicals such as latex, etc. Be free of reportable communicable diseases and chemical abuse.

4. Fine Motor/movement Perform duties requiring manual and finger dexterity, e.g., handling of surgical instruments, regulating and adjusting gauges, operating specialized equipment, and using microscopes.
5. Locomotion Stand and/or sit for prolonged periods. Reach surgical table tops and shelves, operating beds and patients lying in hospital beds or gurneys. Perform major lifting tasks; e.g., lifting, moving patients (awake and anesthetized), pans of surgical instruments, surgical equipment, etc.
6. Intellectual/conceptual Ability to read and understand words and numbers. Possess these intellectual skills: comprehension, measurement, mathematical reasoning, and critical thinking. Exercise sufficient judgment to recognize and correct performance deviations.
7. Personal Safety Must be able to adhere to organizational policies to maintain safety in the environment for the patient, self, and others. Have the ability to function in an environment that contains glove powder, latex and infectious diseases.

Academic Progress

The school utilizes a grading system to signify student progression through the program of study. A final letter grade is assigned for each course and clinical practicum completed. The letter grade has a corresponding value that denotes the quality of student learning. A percent range is used to determine the letter grade. Value points are used to calculate the Grade Point Average (GPA) and for other purposes, such as honors awards at commencement and scholarships awarded by the Baptist Health Foundation.

An incomplete grade may be made-up at the sole discretion of the Program Director. If course work is not completed within the established time-frame, the incomplete grade becomes a final grade of "F". A minimum final grade of "C" is required for each course in the Professional Curriculum.

Attendance and Method of Delivery

The program is a residential program of study. A student is expected to attend all scheduled classes and clinical rotations. Absence is defined as not being present after one (1) clock hour of the scheduled class or 30 minutes of clinical time. Students must contact the school as soon as possible when he/she cannot be in attendance as scheduled. The school, by policy, allows a maximum of five (5) days absent per semester. Tardy is defined as not being present at the scheduled starting time of any learning experience. A tardy is recorded if the student arrives in clinical and/or class after their scheduled time to be present.

Class assignments and exams missed can be made up at the discretion of the faculty. It is the student's responsibility to meet with the faculty to review and obtain make-up assignments and make arrangements to take a make-up exam. A fee is charged and the receipt is required prior to administration of an exam.

Credit Hours

Each required course in the professional curriculum reflects a credit hour value. BHCLR uses the credit hour formula identified in the Academic Information section of the Catalog.

Graduation Requirements

All requirements must be fulfilled before graduate status, diploma and school pin are bestowed:

1. Successful completion of the program of studies and the professional curriculum; successful completion is evidenced by completion of all requirements for each course;
2. Fulfill progression and promotion criteria;
3. Participate in the senior photo session; and
4. Complete the Graduate Clearance Form and process.

Length of Program

When the student enters in the general education semester, the total program is one and one-half academic years or 66 weeks - 22 weeks of general education study and 44 weeks of professional study. When a student enters with general education completed, the program of study is one academic year including 44 weeks of instruction.

Graduates

Upon successful completion of the program and fulfilling all graduation requirements, the student will receive an AAS from Baptist Health College Little Rock. Graduates from the BHCLR - School of Surgical Technology are eligible to apply and take the national certification examination.

Licensure and Certification

The eligibility requirements are set forth by The National Board of Surgical Technology and Surgical Assisting (NBSTSA). Graduates may apply as candidates to write the national certifying examination for surgical technologists. Candidates who achieve the required score are certified to officially and professionally use the title and credential of a Certified Surgical Technologist (CST).

The school is certified through the Arkansas Division of Higher Education (ADHE) in Little Rock, Arkansas.

School of Surgical Technology Objectives

1. Demonstrate understanding of biomedical sciences and technology as it applies to the patient focused events that occur in the operating room.
2. Practice professional, value directed actions based on theoretical knowledge, ethical principles and legal standards as a member of the surgical team.
3. Utilize principles of aseptic technique for physical preparation and maintenance of the surgical environment.
4. Demonstrate knowledge of the needs of the perioperative patient.

Clinical Laboratory Affiliations

The BHCLR – School of Surgical Technology affiliates with several facilities in the central Arkansas area to offer a broad range of clinical learning experiences. The following facilities are used: Baptist Health Medical Center- Little Rock, as well as other selected facilities.

Auditing of Course

Contact the Program Director for consideration to audit a specified course or particular content. An auditing fee may be charged.

Professional Organizations

Association of Surgical Technologists (AST)

Program Oversight

The National Board of Surgical Technology and Surgical Assisting
3 West Dry Creek Circle
Littleton, Colorado 80120
Tel: 800 707 0057
Fax: 303 325-2536
Website: www.nbstsa.org

Accrediting Bureau of Health Education Schools
7777 Leesburg Pike, Suite 314N
Falls Church, Virginia 22043
Phone: 703-917-9503
Fax: 703-917-4109
Website: www.abhes.org

Arkansas Division of Higher Education
Attention: Director
423 Main Street.
Little Rock, AR 72201
Phone: (501) 371-2000
Website: www.adhe.edu

ARC/STSA
6 West Dry Creek Circle, Suite 110
Littleton, CO 80120
Phone: 303-694-9262
FAX: 303-741-3655
Website: www.arcstsa.org

Professional Curriculum

The Professional Curriculum is divided into two semesters and with prerequisite courses leads to an AAS. The curriculum consists of theory instruction, skills laboratory and clinical laboratory in a hospital setting. The program is designed to provide a sound fundamental basis for the dynamic contemporary healthcare environment and consists of 10 courses and 36 credit hours.

Prerequisite Courses

English Composition I & II	6
Psychology or Sociology	3
College Algebra	3
Human Anatomy and Physiology I & II	8
Microbiology	4
Total	24

<u>Semester I</u>	<u>CREDITS</u>
ST 1309 Fundamentals of Surgical Technology	9
ST 1302 Fundamental Operating Room Techniques Laboratory	2
ST 1301 Fundamentals of Medical Terminology	1
ST 1304 Fundamental Clinical Practicum I	<u>4</u>
Subtotal	16
<u>Semester II</u>	<u>CREDITS</u>
ST 2308 Advanced Surgical Techniques: Surgical Procedures	8
ST 2302 Advanced Surgical Instrumentation Laboratory	2
ST 2306 Advanced Clinical Practicum II	6
ST 2301 Advanced Medical Terminology	1
SP 0001 Spiritual Perspectives in Healthcare	1
ST 2303 Professional Practicum III	<u>3</u>
Subtotal	21
Total:	37

Course Descriptions

ST 1309

Fundamentals of Surgical Technology

9 Credit Hours

The course is designed for the beginning student. Course content includes: orientation to Surgical Technology, sterile technique, basic instrumentation, creation and maintenance of the sterile field, legal, ethical, and moral aspects related to the perioperative patient, hazards in the operating room, handling of surgical specimens and patient property, operating room records, required counts, professional behavior, organizational structure and professional roles. The preoperative preparation of the surgical patient includes preoperative assessment, patient safety, surgical positioning, and fundamentals of preoperative care and didactic instruction of surgical procedures. The course includes the following number of contact hours: Theory- 137 contact hours.

ST 1302

Fundamentals of Operating Room Techniques Laboratory

2 Credit Hours

Fundamental techniques of perioperative patient care. This laboratory provides the student with individual instruction and practice of operating room techniques prior to the clinical experience. Co-requisites: ST1009, ST1003. The course includes the following number of contact hours: Skills Laboratory – 63.75 contact hours.

ST 1301

Fundamentals of Medical Terminology

1 Credit Hour

Concentration on the fundamentals of medical terminology; prefix, suffix, word roots, combining forms and abbreviations. The course includes the following number of contact hours: Theory - 15 contact hours.

ST 1304

Fundamental Clinical Practicum I

4 Credit Hours

Provides students the opportunity to apply knowledge and skills obtained in previous and concurrent courses in the clinical setting. During the supervised clinical experience, the student works side by side with experienced surgical technologists in the operating room. The course includes the following number of contact hours: Clinical Laboratory - 199 contact hours.

ST 2308**Advanced Surgical Techniques: Surgical Procedures****8 Credit Hours**

The course builds on the knowledge base and skills gained in ST1309, ST1302, and ST1303. Course content includes: pharmacological aspects of perioperative care, interpersonal relationships and communications with the surgical team, advanced levels of perioperative care, pathophysiology, and advanced surgical procedures for each surgical specialty. Prerequisites: Successful completion of all semester one courses. The course includes the following number of contact hours: Theory – 129.5 contact hours.

ST 2302**Advanced Surgical Instrumentation Laboratory****2 Credit Hours**

Builds on the basic instrumentation knowledge gained in ST1309. Instrumentation for each of the surgical specialties are covered. Laboratory includes care and handling, identification, function and usage of instrumentation, equipment and supplies. Course includes classroom lectures and self-directed study. Prerequisites: Successful completion of all semester one courses. The course includes the following number of contact hours: Skills Laboratory – 74.75 contact hours.

ST 2306**Advanced Clinical Practicum II****6 Credit Hours**

Provides students the opportunity to apply knowledge and skills obtained in previous and concurrent courses in the clinical setting. During the supervised clinical experience the student works side by side with experienced surgical technologists in the operating room. Prerequisites: successful completion of all semester one courses. The course includes the following number of contact hours: Clinical Laboratory - 296 contact hours.

ST 2301**Advanced Medical Terminology****1 Credit Hour**

A study of complex forms of medical terminology, including: Medical terms, abbreviations, surgical procedures, anatomy, diagnostics, and pathophysiology. The course includes the following number of contact hours: Theory - 15 contact hours.

SP 0001**Spiritual Perspectives in Health Care****1 Credit Hour**

The course provides a holistic, Christian-based approach in creating awareness and understanding about; 1) one's own belief system; 2) the spiritual needs of patients; 3) methodologies of spiritual care for patients, and 4) world religions and religious practices specifically as they relate to delivery of healthcare. The course includes the following number of contact hours: Theory – 15 contact hours.

ST 2303**Professional Practicum III****3 Credit Hours**

This course provides the opportunity for the student to assimilate all the knowledge and skills learned throughout the program and incorporate them into the clinical setting. The supervised clinical allows the student to work directly with a preceptor to function as an independent member of the surgical team. Prerequisites: successful completion of all semester one courses and ST2306. The course includes the following number of contact hours: Clinical Laboratory - 144 contact hours.

By the completion of ST 1303, ST 2306, and ST 2303, the student must have logged 120 cases, 80 of which must be the first scrub role.

Program Totals

Total BHCLR Courses/Credit Hours	10/37
Total Transfer Courses/ Credit Hours	7/24
Total Number of Courses/Credit Hours	17/61
BHCLR Contact Hours (Theory)	311.5
BHCLR Contact Hours (Clinical Laboratory)	639
BHCLR Contact Hours (Skills Laboratory)	138.5
Total Program Contact Hours	1089

ABHES Educational Effectiveness Outcomes

The BHCLR - School of Surgical Technology provides the general public, prospective students and current students accurate and consistent information in its catalog. To support information in preceding pages, the following information is provided.

	Retention Rate	Graduate Placement Rate	Board Passage Rate*	Graduate Satisfaction Rate	Employer Satisfaction Rate
2017-2018	100%	75%	75%	4.9 / 5.0	4.6 / 5.0
2018-2019	94%	100%	78%	4.9 / 5.0	4.7 / 5.0
2019-2020	84%	88%	62%	TBD	TBD

Note: Program began in July 2017.

* Not required for the profession.