

College Catalog

2017-2018
Volume 21



COX COLLEGE

1423 North Jefferson Avenue, Springfield, MO 65802

Non-Discrimination Policy Statement

Cox College is committed to maintaining a community that values the worth and dignity of every person, and fosters understanding and mutual respect among its members. Cox College does not discriminate against any member of the College community on the basis of race, color, national origin, religion, disability, age, veteran status, political affiliation, sex, sexual orientation, gender identity, pregnancy, marital status, or any other basis protected by law in its programs and activities.

Inquiries concerning the non-discrimination policy or the procedure for filing a complaint should be addressed to Jana Roberts, Director of Compliance and Assurance/Title IX Coordinator, 1423 N. Jefferson Avenue, Springfield, MO 65802, (417) 269-3598, compliance@coxcollege.edu, or to the Office for Civil Rights.

Catalog Statement

The programs described in this publication apply to students enrolling and graduating within the academic year of 2017-2018 at Cox College.

All data in this Catalog reflects information as it was available on the publication date. Cox College reserves the right to revise all announcements contained in this publication and, at its discretion, to make reasonable changes in requirements to improve or upgrade academic and non-academic programs. This Catalog is not intended to be a contract, explicit or implied. Students are expected to be familiar with the information presented in this Catalog, in any supplements and addenda to the Catalog, and with all institution policies.

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GENERAL INFORMATION

A Brief History of Cox College

In 1907, Burge Deaconess Training School for Nurses was established with the admission of three students. Miss Jane Campbell completed her last course on December 31, 1909, and records have her comprising the Class of January 1910. On May 6, 1908, Missouri's first licensure legislation was enacted and Miss Campbell's license is dated August 8, 1910.

Class sizes remained small over the next four decades, with some years having no students enrolled. Following World War II there was a significant shortage of nurses. Under the guidance of Lester E. Cox, Burge Hospital had the services and capacity required by the State Board of Nursing to admit additional students, and 15 were admitted in January 1951.

In 1956, 100 students began living on the current campus and today's Fountain Plaza Room was the original lounge. The Helping Hands mural on the outside wall near the entrance became an icon to students who lived in the dorm.



The Burge Deaconess Training School for Nurses became a premier institution across the region. More than 2,500 nurses earned diplomas from the institution with the final Burge School of Nursing graduation held in June 1996. That year, the name was changed to Lester L. Cox College of Nursing & Health Sciences, in honor of the institution's long-time Chairman, Lester L. Cox, son of Lester E. Cox, and 49 students were admitted to the Associate of Science in Nursing degree program.



The Bachelor of Science in Nursing degree program became available in 1997 and Health Science certificate programs in medical transcription and medical coding were added by the year 2000. Since then, a certificate in Medical Billing and Coding, Associate of Science in Medical Assisting, Associate of Science in Radiography, Bachelor of Science in Diagnostic Imaging, Master of Science in Nursing, Master of Science in Nutrition Diagnostics, and Master of Science in Occupational Therapy, respectively, compile the list of Higher Learning Commission approved program options available through the College.

On July 15, 2008, the College Board of Trustees voted to shorten the name to Cox College. The CoxHealth Board of Directors reaffirmed the decision, and the change became official when the Higher Learning Commission also approved.

The Cox College Pin

The Cox College pin retains the original design of the pin awarded in 1910 to the first graduate of Burge Deaconess Training School for Nurses.

The design of the pin reflects the religious inspiration for the school of nursing that was established in 1907 by the hospital that has since evolved into CoxHealth. The design also connects nursing and other health care professions with their distant roots as sacred and altruistic vocations.

In this spirit, Cox College is committed to awarding this pin to graduates who are educationally prepared to be caring and competent health care professionals.



Mission, Vision, Core Values, and Goals

Mission Statement

Cox College is committed to excellence by meeting the educational needs of students and the health care community.

Vision

Cox College: Leaders in health care education

Core Values

Student First: We believe in providing a learning environment that promotes student inspiration, support and academic achievement.

Highest Quality: We believe in providing an educational experience utilizing cutting edge technology and evidence-based curriculum.

Communication: We believe in shared, transparent communication that is respectful and responsible.

Nothing is Impossible: We believe in working together, taking reasonable risks and daring to change so that the impossible becomes possible.

Lifelong Learning: We believe that professional curiosity develops over a lifetime based on self-evaluation, effective questioning and critical analysis of information.

Goals

- To provide quality educational programs
- To provide a quality customer experience
- To provide a quality workforce experience
- To achieve quality business practices
- To collect data and utilize systematic assessment practices

Accreditations and Organizations

Cox College is accredited by The Higher Learning Commission, 230 N. LaSalle Street, Suite 2400, Chicago, IL 60602-2504, 800-621-7440. <https://www.hlcommission.org/>.

Cox College is a single-purpose specialized private college and a partner of CoxHealth. The college provides integrated, comprehensive educational programs to prepare graduates for a changing health care environment.

The Missouri State Board of Nursing (MSBN) 3605 Missouri Blvd, PO Box 656, Jefferson City, MO 65102-0656, 573-751-0681, <http://pr.mo.gov> has granted full approval for both the Associate and Bachelor of Science in Nursing degree programs.

The Associate of Science in Nursing degree program at Cox College is accredited by the Accreditation Commission for Education in Nursing (ACEN), 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326, 404-975-5000, www.acenursing.org (previously *National League for Nursing Accrediting Commission*)

The Bachelor of Science in Nursing degree at Cox College is accredited by the Commission on Collegiate Nursing Education (CCNE), One Dupont Circle, NW, Suite 530, Washington DC 20036, 202-887-6791. The Master of Science in Nursing degree at Cox College is accredited by the Commission on Collegiate Nursing Education (CCNE) <http://www.aacn.nche.edu/ccne-accreditation>

The Associate of Science in Radiography (ASR) program has been programmatically reviewed and approved for accreditation by the Joint Review Committee on Education in Radiologic Technology (JRCERT) 20 N. Wacker Drive, Suite 2850, Chicago, IL 60606-3182, 312-704-5300, mail@jrcert.org The Diagnostic Medical Sonography and Diagnostic Medical Sonography-Echo Extension program has been programmatically reviewed and approved by the Joint Review Committee on Education in Diagnostic Medical Sonography (JRC-DMS) 6021 University Boulevard, Suite 500, Ellicott City, MD 21043, 443-973-5251, jrcdms@intersocietal.org, in general, vascular and cardiovascular and accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) 25400 U.S. Highway 19, North Suite 158, Clearwater, FL 33763, 727-210-2350, mail@caahep.org

The Master of Science in Nutrition Diagnostics/Dietetic Internship are accredited by, Accreditation Council for Education in Nutrition and Dietetics, Academy of Nutrition and Dietetics, 120 South Riverside Plaza, Suite 2000, Chicago, IL 60606-6995, 312-899-0040, www.eatright.org.

The entry-level Master of Science Occupational Therapy (MSOT) Program has applied for accreditation and has been granted Candidacy Status by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449, www.aota.org.

The Medical Billing and Coding program is an approved coding program from the American Health Information Management Association (AHIMA) 233 N. Michigan Avenue, 21st Floor, Chicago, IL 60601-5809, www.ahima.org.

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.

Cox College Interprofessional Simulation and Education Center is an approved provider of continuing nursing education by the Missouri Nurses Association, an accredited approver by the American Nurses Credentialing Center's Commission on Accreditation.

Cox College holds memberships in numerous professional and educational organizations, examples of which are:

Accreditation Commission for Education in Nursing (ACEN) (*previously National League for Nursing Accrediting Commission*)

American Association of Colleges of Nursing (AACN)

American Association of Collegiate Registrars and Admissions Officers

American Council on Education (ACE)

American Health Sciences Education Consortium (AHSEC)

American Society of Radiologic Technologists (ASRT)

Association of Educators in Imaging and Radiologic Sciences

Association of Governing Boards of Universities and Colleges

Association of Veterans Education Certifying Officials

College and University Professional Association for Human Resources (CUPA-HR)

Council of Independent Colleges (CIC)

Health Physics Society (HPS)

Medical Library Association

Midwest Association of Student Financial Aid Administrators

Missouri Association of Colleges of Nursing

Missouri Association of Collegiate Registrars and Admissions Officers

Missouri Association of Student Financial Aid Personnel

Missouri Council of Associate Degree Nursing Programs

Missouri League for Nursing

Missouri Nurses Association (MONA)

Missouri Society of Radiologic Technologists (MoSRT)

Missouri Vocational Association

National Association for College Admissions Counselors

National Association of Student Financial Administrators

National League for Nursing

Society of Diagnostic Medical Sonography

Southwest Missouri Nursing Education Consortium

Notices

Background Investigation and Drug Screens

The purpose of this policy is to assure the safety and well-being of patients, students, faculty and staff in the clinical and academic environments and to attest to clinical agencies the students' eligibility to participate in clinical activities. Background investigations and drug screens will be conducted as a condition of enrollment for students admitted into any certificate or degree program.

Students currently employed by CoxHealth who have already undergone a background investigation will still be subject to a drug screen as a condition of enrollment into any certificate or degree program.

If the background investigation and/or drug screen results indicate adverse information, the admission to the College and certificate or degree program may be denied or rescinded. All background investigations and drug screening will be kept strictly confidential and disclosed only to those who have a legitimate educational interest in their contents or for any other purpose permitted by FERPA or state law. The Cox College *Background Investigation and Drug Screen Policy and Procedures* are available in the Student Handbook. A copy of the policy is also provided to all students during college orientation. Questions about this policy and procedure may be directed to the Director of Education Compliance.

Drug-Free Schools

Cox College recognizes that misuse of alcohol and other drugs and the unlawful possession, use or distribution of illicit drugs and alcohol pose major health problems, are potential safety and security problems, can adversely affect academic, clinical, and job performance, and can generally inhibit the educational development of students.

Cox College is committed to the standards outlined by the Federal Drug-Free Workplace Act of 1988, the Anti-Drug Abuse Act of 1988, and the Drug-Free Schools and Communities Act Amendments of 1989. As a result of this commitment, Cox College has established regulations forbidding students to engage in the unlawful manufacture, distribution, dispensing, possession or use of illegal or illicit drugs and alcohol on Cox College premises or property or as part of any Cox College activity planned for or by students. These regulations shall assure that Cox College is in compliance with all applicable federal, state, and local statutes, regulations, and ordinances.

Cox College encourages all members of the college community to maintain civic and social responsibility when making decisions regarding the use of alcoholic beverages off Cox College premises. If a student demonstrates unsafe and/or unprofessional behavior that violates professional standards or state practice acts of each academic program, or calls into question the professional accountability of the student, corrective action will follow. Students are expected to adhere to the standards of behavior required of healthcare professionals. A one-time deviation from safe practice may be sufficient to judge a student's behavior unsafe.

Practicing in a clinical setting or coming to class under the influence of alcohol and/or drugs (illegal or prescribed) is prohibited and warrants corrective action. If the College or a clinical site has reasonable suspicion that the student is under the influence of drugs or alcohol, the student will be removed from the college or clinical environment, placed on temporary suspension, and evaluated. The College may require a student to submit to a blood, breath, and/or urine test for drugs and/or alcohol.

The Cox College *Alcohol and Drug Policy* is available in the Student Handbook. A copy of the policy is provided to all students during college orientation. Additional copies are available in the Academic Resource Center (ARC) or by contacting the Director of Compliance and Assurance.

Family Educational Rights and Privacy Act (FERPA) Directory Information

Cox College adheres to a policy of compliance with the Family Educational Rights and Privacy Act of 1974, as amended (FERPA) (20 U.S.C. § 1232g). In accordance with federal law, Cox College has adopted policies and procedures governing the confidentiality of student educational records. No individual shall have access to, nor will the institution disclose any information from, a student's educational record without the prior written consent of the student or as otherwise authorized by FERPA. Information designated as directory information, and maintained by Cox College may be released, unless specifically prohibited by the student in writing. Forms authorizing Cox College to withhold any or all such information are available in the Registration office. Educational records are maintained in the Registration office, and copies of records are provided to advisors. Official

transcripts are maintained in the Registration office and are, except as herein provided, released upon the student's consent.

Permitted exceptions under the law include disclosures to college personnel who have a legitimate educational interest; officials of other institutions in which a student seeks enrollment; representatives of agencies or organizations from which a student has received financial aid; and certain federal and state officials.

Notification of Rights Regarding Education Records

FERPA affords students certain rights with respect to their education records. These are:

1. The right to inspect and review the student's education records.
2. The right to request the amendment of the student's education records to ensure that they are not inaccurate, misleading or otherwise in violation of the student's privacy or other rights.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.
4. The right to file with the US Department of Education a complaint concerning alleged failure by Cox College to comply with the requirements of FERPA.
5. The right to obtain a copy of the college's FERPA policy. Students can obtain a copy of the policy from the Office of the Registrar.

Financial Condition Information Requests

An annual audited fiscal report is available to interested parties upon written request to the Chief Financial Officer of CoxHealth. Access to the 990T forms is available for viewing by interested parties in the Accounting office of CoxHealth.

Non-Discrimination Policy

Cox College is committed to maintaining a community that values the worth and dignity of every person, and fosters understanding and mutual respect among its members. Cox College does not discriminate against any member of the College community on the basis of race, color, national origin, religion, disability, age, veteran status, political affiliation, sex, sexual orientation, gender identity, pregnancy, marital status, or any other basis protected by law in its programs and activities. Inquiries concerning the non-discrimination policy or the procedure for filing a complaint should be addressed to Jana Roberts, Director of Compliance and Assurance/Title IX Coordinator, 1423 N. Jefferson Avenue, Springfield, MO 65802, (417) 269-3598, compliance@coxcollege.edu, or to the Office for Civil Rights.

Non-Discrimination Harassment Policy and Complaint Procedures

Cox College is committed to maintaining a community that values the worth and dignity of every person, and fosters understanding and mutual respect among its members. The College adheres to a strict non-discrimination policy regarding the treatment of members of the College community.

Harassment consists of unwelcome conduct, whether verbal, physical, digital/electronic, or visual, based on a person's protected status such as age, sex, color, disability, marital status, race, religion, ethnic or national origin, and any other basis protected by law. Sex discrimination includes discrimination on the basis of pregnancy, gender identity, and failure to conform to stereotypical notions of femininity and masculinity. Sexual violence is a severe form of sexual harassment prohibited by this Policy. The College will not tolerate, condone, or subject anyone to any form of harassment. In addition to being illegal, any form of prohibited harassment violates the dignity of the individual and the integrity of the College as an institution of learning.

Inquiries concerning the non-discrimination policy or the procedure for filing a complaint should be addressed to Jana Roberts, Director of Compliance and Assurance/Title IX Coordinator, 1423 N. Jefferson Avenue, Springfield, MO 65802, (417) 269-3598, compliance@coxcollege.edu, or to the Office for Civil Rights.

Campus Security Information

In accordance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act of 1998, formerly the Crime Awareness and Campus Security Act of 1990, and the Violence Against Women Act of 2013, Cox College provides information related to crime statistics and policies concerning campus security to current students, employees and applicants for enrollment and employment.

Crime Statistic Reporting

Crime statistics provided in Cox College's Annual Security Report are based upon incidents reported by campus security authorities and local police agencies. Cox College annually reports statistics for the three most recent calendar years concerning the occurrence on campus, in or on non-campus buildings or property, and on public property (as those terms are defined and interpreted for purposes of the Clery Act) for occurrences of murder, manslaughter, sexual misconduct, including, (forcible and non-forcible) sexual assault, domestic violence, dating violence and stalking, robbery, arson, aggravated assault, burglary, and motor vehicle theft; statistics on arrests for violations of liquor or drug abuse as well as weapons possession violations; disciplinary referrals for liquor, drug and weapons violations; and statistics on Hate Crimes that are reported to local police agencies or to campus security authorities.

The CoxHealth Security Services Department, in consultation with the Cox College Director of Compliance and Assurance, will make the determination as to whether a reportable offense has occurred. These reports will be compiled to prepare the annual Campus Crime and Security Survey for submission to the United State Department of Education, Office of Postsecondary Education. This report will be made available to the public by October 1st of each year. This report will be posted to the Cox College website for viewing.

Additional information is provided to students on crime prevention, drug/alcohol abuse education and awareness and prevention of sex offenses. Information related to these programs and counseling services is available from the Academic Resource Center and the Director of Compliance and Assurance.

Student Exposure Blood, Potentially infectious Body Fluids, and Illness

As healthcare students, Cox College students are at increased risk of exposure to communicable and blood borne illnesses (including, but not limited to: influenza, hepatitis, pertussis). All Cox College students must review and sign the CoxHealth Blood/Body Fluid Exposure Policy as a condition of enrollment into any certificate or degree program. Please refer to your Program Handbook and CoxHealth policy for guidance should an exposure occur.

Students are required to maintain complete and current health and immunization records with the Clinical Outreach Coordinator. Failure to do so may result in an ineligibility to enroll and/or continue in Cox College courses. This requirement ensures the well-being of students, clients and the Cox College community.

Cox College adheres to the *CoxHealth Influenza Vaccination for Healthcare Workers policy*. Healthcare worker (HCW) refers to all persons paid or unpaid, working in a healthcare setting who has the potential for exposure to patient and/or infectious materials including body substances, contaminated medical supplies and equipment surfaces, or contaminated air. Influenza vaccination will be required of all HCWs (Healthcare Workers), each year, unless an exemption has been granted as described in the CoxHealth policy.

Tobacco-Free Facilities

In accordance with CoxHealth System policy and efforts to promote and encourage healthy lifestyles, Cox College is a tobacco-free environment. Use, sale or distribution of tobacco products is prohibited inside and outside all buildings on the Cox College campus. All CoxHealth buildings, grounds and

parking lots are tobacco-free. Tobacco use will not be permitted in or within 500 feet of Cox hospital and CoxHealth facilities including public rights of way. Employees/students may not smoke or use tobacco in any form while wearing their CoxHealth photo ID badge or in CoxHealth issued uniforms, scrubs or other clothing provided by CoxHealth whether at work or off duty. Employees/students may not smoke in their vehicles while on campus. Employees/students with an offensive smoke odor on or in their clothing may be asked to change into a set of hospital-issued scrubs or sent home on their own time to change clothes. Failure to comply may result in disciplinary sanctions.

Services and Accommodations for Students with Disabilities

Cox College is committed to full compliance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973 by providing equal opportunity and reasonable accommodations to qualifying students with disabilities. Students, faculty, staff, and administration all play a role in ensuring that reasonable and appropriate accommodations are provided in a timely and effective manner.

It is Cox College's policy that no qualified student who demonstrates a physical or mental impairment that substantially limits one or more major life activities be excluded from participation in, be denied benefit of, or be subject to discrimination in any program or activity offered by Cox College. Cox College endeavors to provide qualified students with disabilities equal access, not advantage, to the College's educational opportunities, facilities, programs and activities in the most integrated setting appropriate to the needs of the individual.

It is the student's responsibility to request accommodations. It is only through the student's voluntary disclosure of disability and request for accommodations that Cox College can support the student's disability needs. For more information about how to request accommodations, please contact the Student Support Coordinator, Academic Resource Center - 2nd floor Terrace, 1423 N. Jefferson Avenue, Springfield, MO 65802, (417) 269-3225, DisabilityServices@coxcollege.edu.

Copyright Policy

Federal Copyright Law requires all members of the Cox College community, including faculty, staff, students, volunteers, and patrons to respect the proprietary rights of owners of copyrights and refrain from actions that constitute an infringement of copyright or other proprietary rights.

Because of advances in technology and ease to copy, transmit, distribute, adapt, display, or perform copyrighted works, individuals must increasingly be aware of various copyright implications when using a wide range of materials and devices. Copyright violations related to printed materials, materials in digital format, audio and video recordings, music, Internet transmissions, computer programs and databases, or any other types of materials create potential legal liability for Cox College and the individuals involved. Faculty, staff, students, and any third-parties accessing www.coxcollege.edu must also be familiar with and comply with the *Copyright and CoxHealth Policy*.

Degrees Offered

The undergraduate degrees awarded at Cox College are an Associate of Science in Medical Assisting degree (ASMA), Associate of Science in Nursing degree (ASN), Associate of Science in Radiography degree (ASR), a Bachelor of Science in Diagnostic Imaging (BSDI), and a Bachelor of Science in Nursing degree (BSN). The graduate degrees include the Master of Science in Nutrition Diagnostics (MND), the Master of Science in Nursing degree (MSN) as a Family Nurse Practitioner or Nurse Educator and the Master of Science in Occupational Therapy (MSOT). In addition, a post-master certificate is offered in either MSN track.

The ASN and the BSN degree earned in the entry-level and accelerated BSN tracks enable the graduate to apply to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN®) to become licensed as a registered nurse. The BSN degree received in the RN to BSN completion track provides the registered nurse with a foundation for professional nursing practice and increased marketability.

The ASR degree qualifies the graduate to apply to take the American Registry of Radiologic Technologists' (ARRT) certification examination to become a registered radiologic technologist and also enables the graduate to apply for entry into the BSDI.

The BSDI is designed to educate students in an imaging or professional specialty while also providing a bachelor's degree. The BSDI offers an Interprofessional Leadership (IPL) emphasis and six specialty credentialing pathways – Computed Tomography (CTI), Diagnostic Medical Sonography (DMS), DMS-Echocardiography (ECH), Interventional Radiography (IRI), Magnetic Resonance Imaging (MRI), Mammography (MAM). The BSDI degree has four enrollment options to accommodate individuals from varying educational experiences. These tracks include: 1) BSDI entry-level track for incoming freshman students, 2) BSDI specialty track for those students registered in Radiography or another primary imaging modality, 3) BSDI completion track for those students registered in Radiography or a primary modality AND a specialty (secondary) imaging modality, and 4) Credentialing pathways for students wanting to specialize in a specialty imaging modality.

The Master of Science in Nutrition Diagnostics (MND) is a two-year combined program for individuals who have completed at least a bachelor's degree, and an accredited Didactic program in Dietetics (DPD) coursework requirements. The MND provides the supervised practice experience required to be eligible to take the registration examination for dietitians. This combined program offers students the opportunity to complete a Master of Science in Nutrition Diagnostics as a component of the required supervised practice component. Additionally, the program also provides a concentration in nutrition diagnostics and is designed to meet the competencies for entry-level practice as an RD.

The Master of Science in Nursing (MSN) Program is designed for the working nurse and can be completed in 18-22 months of fulltime study. Course work is primarily online, with limited seated attendance. The curriculum designed to allow admission twice during an academic year. The MSN degree offers 36-42 credits and upon completion of the degree, the graduate is eligible to take the national certification exam as Family Nurse Practitioner or Nurse Educator.

The Master of Science in Occupational Therapy (MSOT) is a full-time 74 credit program designed to prepare graduates to practice as an entry level generalist. Graduates of the program (when fully accredited) will be eligible to take the National Board for Certification in Occupational Therapy certification examination. The program is 2.5 years full time and includes twenty-four weeks of full-time clinical fieldwork. Entry into the Master of Science in Occupational Therapy (MSOT) degree program requires a bachelor's degree or 90 college credits and prerequisite courses.

The student should be aware that these degree programs may not transfer. The transfer of course/degree credit is determined by the receiving institution.

Online Integrity

Ensuring the integrity of distance education courses at Cox College is done via the student portal. Students access the online learning platform via a student portal, which requires one password and

takes them to another secure log-on for the Canvas Learning Management System (LMS) itself. Students have access to courses three days prior to the term and then fourteen (14) days after the end of the term. When a student drops or withdraws from a course, the student loses access to the permissions to view the online course within twenty-four (24) hours.

Log-on instructions to the student portal are provided by Admissions at the point of application. Access to the Canvas LMS is provided by Information Technology within twenty-four to forty-eight (24–48) hours of enrollment. A live session during a scheduled Welcome Day prior to the beginning of the term demonstrates both student portal and Canvas LMS access.

Online integrity is also demonstrated through the use of Respondus Monitor and Lockdown Browser for online testing.

ADMISSIONS

Admissions Office

The Admissions office is the gateway to accessing the admissions requirements for the college and information on all college programs. All prospective students are strongly encouraged to visit with one of the admissions counselors at Cox College.

If you would like more information or to schedule an admission appointment, please contact the Cox College Admissions office (417-269-3401, toll-free 1-866-898-5355, or admissions@coxcollege.edu). The Admissions office is open Monday through Friday, 8:00 a.m. to 5:00 p.m. The mailing address is:

Cox College
Admissions Office
1423 N. Jefferson Avenue
Springfield, MO 65802

Cox College Admission Standards

Regular Admission – First Time Undergraduate Student

- Official high school transcript or official GED* certificate
- Composite ACT of 18 or SAT combined score of 860 or higher
- High school cumulative GPA of 2.0 or higher or proof of having successfully passed the GED

***NOTE:** If the applicant presents a GED, he/she must also have a composite ACT of 18 or SAT combined score of 860 or higher. If the applicant presenting a GED does not have ACT or SAT scores, then he/she must take and pass the Test of Essential Academic Skills (TEAS) examination, scoring in the 70th percentile or higher.

Regular Admission – Transfer Student

- Must have passed 12 college hours of 100 level courses or above with a grade of “C” or higher
- Have a college cumulative GPA of 2.0 or higher
- Have less than 24 college hours must take CCPL 100

*If the applicant does not meet the above admission standards, they will be required to take and pass the Test of Essential Academic Skills (TEAS) examination. An applicant may take the TEAS two times. The applicant must schedule the TEAS examination through the Academic Resource Center (ARC). In order to take the TEAS examination, a fee is charged to the applicant. Contact your admissions counselor to schedule the exam. **The TEAS examination scores are valid for five (5) years from date of application.***

Transfer GPA

An applicant's transfer GPA is calculated by the College for use in determining admissibility to the college. The transfer GPA is calculated by multiplying the number of credits for a class by the quality points for the letter grade earned (A=4, B=3, C=2, D=1, F=0). In calculating the transfer GPA, the College considers all academic credit hours earned, from all regionally accredited institutions a student has attended, in which the student has received grades between 0.0 and 4.0 on a 4.0 grading scale. (All exempt or repeated courses are eliminated from the calculation.)

Provisional Admission

Provisional admission is offered to applicants scoring between the 60th and 69.9th percentile on the TEAS examination. Provisional admission requires the applicant to take and pass **12 hours of general studies at Cox College and have a cumulative GPA of 2.5 or higher in the 12 hours**. The 12 hours must be completed within two semesters, including Promoting Learning and Ultimate Success (CCPL 100).

Graduate Admission

Please refer to the specific program of interest for admission requirements and procedures.

Admission Steps

- **EXPERIENCE Cox College!**
Schedule a one-on-one appointment with an admissions recruiter or attend an EXPERIENCE Cox College event to learn about our program.
- **SUBMIT an Application***
Complete and submit an online application: coxcollege.edu/home/applications with a \$50 non-refundable application fee.

*Priority service date: A minimum of two months prior to the start of the semester. Applications are valid for one year from the date of application. If the student wishes to reapply after a year has passed, he/she will need to resubmit the application along with the \$50 application fee.

- **APPLY for Financial Aid***
Complete the FAFSA application at www.fafsa.ed.gov, School code 013877. Contact our Financial Aid department at 417-269-3401 for assistance.

*Not required, but recommended. Priority service date: A minimum of four weeks prior to the start of the semester.

- **REQUEST Official Transcripts**
High school*, GED*, and all post-secondary educational institutions
Transcripts must be sent as official documents from the institution via mailed in a sealed envelope or online through a transcript service

*High school transcripts or GED are NOT required IF an applicant has either, an earned associate's or bachelor's degree from a regionally accredited institution, or earned at least

60 semester or trimester hours (72 quarter hours) from a regionally accredited 4-year institution that is acceptable or applies towards a bachelor's degree.

- **TAKE the Entrance Exam.** (First-time undergraduate and transfer students only if needed)
You will need to take the TEAS exam if you do not meet the below admission standards:
 - Do not have a cumulative high school GPA of 2.0 and ACT composite score of 18 or SAT combined score of 860 or higher.
 - Have taken less than 12 credit hours of college courses, or
 - Have not taken the ACT or SAT within the last five (5) years

Contact your admissions counselor to schedule the exam. The TEAS exam may be taken up to two times and a fee is charged to the applicant for each attempt. TEAS exam scores are valid for five (5) years from date of application.

- **REVIEW of documents.**
Applicants will be notified of their admission status after all documentation required for admission has been received.
- **APPLY to the Specific Program**
Some programs may require additional application steps. Please consult the program chairperson for details.

Home School Requirements

Proof of home school graduation must be submitted through a high school diploma, diploma from an organization governed by a State Board of Education, or a Graduate Equivalency Diploma (GED).

Homeschool transcripts must show the course listing, semester in which it was taken, the amount of credit the course is worth, and the grade received for each course. A cumulative GPA is recommended to be calculated.

Students who earn a home school diploma must complete the 24-unit curriculum established by the Missouri Coordinating Board of Higher Education (CBHE).

English and Mathematics Proficiency

Students admitted to Cox College must demonstrate proficiency in English and Mathematics.

Proficiency may be met by one of the following:

- ACT Math score of 22 or higher or an SAT Math score of 520 or higher.
- ACT English score of 22 or higher or an SAT Writing score of 510 or higher.
- An official college or university transcript with a grade of "C" or better in English Composition and College or Intermediate Algebra courses.
- Successfully passing the TEAS mathematics exam with an Adjusted Individual Math score of 70% or higher and/or the TEAS English and language usage exam with an Adjusted Individual English score of 70% or higher.

If the student meets proficiency by one of the above means, the student will receive credit by validation (CV) for the appropriate course (MATH 150 or ENGL 150).

If the student cannot provide one of the above, placement in Math and English is based on the following:

- ACT Math score between 19-21 or SAT Math score between 460-510—the student must take MATH 150 or its equivalency.
- ACT English score between 19-21 or SAT Writing score between 450-500—the student must take ENGL 150 or its equivalency.
- TEAS Adjusted Mathematics or Adjusted English & Language Usage exam of 60-69%—the student must take either MATH 150 or ENGL 150.

If the student cannot meet one of the above criteria, he/she will be required to complete with a passing grade MATH 101 and/or ENGL 101.

The Associate of Science in Radiography (ASR) program requires that the English and Mathematics General Education requirements can only be met by completion of the required courses with a grade of “C” or better.

In accordance with Cox College and programmatic learning outcomes, graduate students demonstrating difficulty in professional writing skills will be referred to the writing laboratory. Failure to take advantage of writing support services may jeopardize the student’s ability to meet academic performance requirements.

ACT/SAT

Applicants submitting their ACT or SAT for admissions must have taken the exam within the last five (5) years from date of application to the college.

Credit Awarding

Advanced Placement (AP) Credit

Applicants who have completed advanced work in high school and have taken the AP tests given by the College Board may be awarded college credit for designated subjects, provided their AP test score is three or above.

College Level Examination Program (CLEP)

Applicants who have successfully passed the College Board’s CLEP examinations (50th percentile or higher) may be awarded college credit for designated subjects.

International Baccalaureate (IB)

Applicants who have a score of four or higher on the International Baccalaureate examination and a score of five or higher on the International Baccalaureate higher-level examination may be awarded college credit for designated subjects.

U.S. Citizenship

Applicants must be a U.S. Citizen or hold a Permanent Residency Card to enroll at Cox College.

Requirements Prior to the First Program-Specific Course

The following requirements must be completed before beginning program-specific courses (unless otherwise noted in the specific program). It is the responsibility of the student enrolled at Cox College to maintain these requirements.

A. Immunization Requirements:

- **Tetanus/Diphtheria/Pertussis** – Current Tetanus/Diphtheria (TD) immunization status (booster required every ten (10) years) AND documentation of one dose of adult pertussis vaccine (Tdap).
- **Varicella** – Initiation or completion of vaccine series OR laboratory confirmation of immunity.
- **Hepatitis B** – Initiation or completion of vaccine series OR laboratory confirmation of immunity.
- **Measles/Mumps/Rubella (MMR)** – Initiation or completion of vaccine series OR laboratory confirmation of immunity.
- **Tuberculosis Screening (TB)** – Documentation of current TB screening.

B. Additional Requirements for program admissions:

- Negative drug screen*
- Clear background check*
- Acceptance of functional abilities requirements (provided by the Admissions office).
- Signed compliance of CoxHealth Blood/Body Fluid Exposure policy.
- Completion of the American Heart Association (AHA) Basic Life Support (BLS) for Healthcare Providers course or equivalent which is limited to the Military Training Network or the Heart and Stroke Foundation of Canada. No other life support programs will be accepted as equivalents. This training must be obtained prior to enrollment.
- Uniform information obtained and uniforms ordered.
- Current unrestricted RN licensure in state of clinical practice (RN to BSN and MSN students only).
- Current unrestricted ARRT licensure or specialty certification in state of clinical practice (BSDI students only).

*See Background Investigations and Drug Screen, p. 9

C. Applicants are not eligible to apply to any program if:

- The applicant has previously failed the drug screen two previous times for Cox College.
- The applicant has previously failed the background check for Cox College.
- The applicant has declined acceptance into any program two previous times.
- The applicant did not follow through with the drug screen, background check and/or payment of acceptance fee for two previous acceptances into a program.

American Heart Association (AHA) Basic Life Support (BLS) for Healthcare Provider Course Requirement

Prior to enrollment in program-specific courses, the student must have successfully completed the AHA BLS for Healthcare Provider course. It is the responsibility of the student enrolled at Cox College to maintain certification in lifesaving techniques at the health care provider level, as designated by the

American Heart Association. For additional information, contact the Admissions department or refer to the Life Support section of the Cox College Web site.

Re-Enrollment to Cox College

If a student does not enroll at Cox College for one semester (unless granted a leave of absence) or withdraws from the college during a semester, he/she ceases to be a student of the college. **If a student is dismissed from the college, re-admission is generally not considered sooner than one year from dismissal date.**

Eligibility for re-enrollment will be determined based upon current admission policies, academic accomplishments and potential for success. Students must meet the Catalog policies and graduation requirements in effect at the time of re-admission.

To re-enroll, the student must:

1. Submit a completed Cox College application.
2. Submit a nonrefundable re-enrollment fee of \$50.
3. Submit official transcripts from all accredited post-secondary institutions attended since withdrawing from Cox College.
4. A personal interview may be required.

Re-Admission to Programs

If a student is dismissed from a college program, the department will determine the standards for program re-admission. Refer to the appropriate department for these standards.

Re-Enrollment to Cox College, Cox College Graduate

If it has been longer than two semesters since a student has graduated from Cox College, students will need to reapply to the college by submitting a new application, and if necessary, submitting transcripts for any course work taken outside of Cox College. The application fee will be waived.

Guaranteed Acceptance Program (GAP)

For information for GAP for the ASN program, see p. 55. For information for GAP for the BSN program, see p. 63.

Transfer of Credit

General Education Transfer Credits

Students from a regionally accredited college or university may apply for admission as a general education transfer student. In addition to the required application, the transfer student is required to submit:

- Official transcripts from each college/university previously attended.
- Official high school transcript or official GED certificate.*

*High school transcripts or GED are NOT required IF an applicant has either, an earned associate's or bachelor's degree from a regionally accredited institution, or earned at least 60 semester or trimester hours (72 quarter hours) from a regionally accredited 4-year institution that is acceptable or applies towards a bachelor's degree.

Cox College follows generally accepted transfer practices, including the following:

- Credit for courses equivalent to those at Cox College with a C or higher may be transferred.
- Transfer credits from semester based colleges or universities will be transferred at credit value.
- Transfer credit from quarter based colleges or universities will be accepted at two-thirds of the face value.
- Transfer credits are included in the earned hours to meet graduation requirements for a degree program at Cox College. Credits by examination and/or validation, with the exception of math proficiency, are included in the cumulative credit hours to meet graduation requirements

Program Specific Transfer Credits

Students desiring to transfer program specific credits must contact the director of admissions and:

- Complete the Cox College Admissions Process
 - Complete the Cox College Application
 - Submit the \$50 application fee
 - Submit all college transcripts
- Submit program specific application
- Submit the course syllabi for each course being transferred for review and approval
- Complete and sign the *Transfer Clearance* form
- Submit a letter requesting the specific courses for transfer and from which institution
- Pay \$50 transcript evaluation fee per course transferred

Transfer Credit Limit

Students are required to take last semester credit hours through Cox College. Before the final semester, students are required to provide official transcripts to the Registrar from all institutions from which they wish to transfer credit.

Students with extenuating circumstances may file a request to take last semester credit hours at other regionally accredited institutions. For approval, students must complete, sign, and submit the *Transfer Exception Request Form* to the appropriate Department Chair. If approved, the Chair will forward to the appropriate Dean, and the Dean to the Registrar. The student will be notified of the decision by the Chair.

Students to whom approval has been granted must provide official transcripts to Cox College prior to graduation. Transcripts provided after the anticipated graduation date will not have the degree conferred until the next graduation date

Minimum Credit Hour Requirement

All degrees conferred require a minimum of 25% of all credits taken for any program offering through Cox College.

Students are required to take last semester credit hours through Cox College. Before the final semester, students are required to provide official transcripts to the Registrar from all institutions from which they wish to transfer credit.

Students with extenuating circumstances may request to take last semester credit hours at a different institution. To obtain approval, students must complete and sign the *Transfer Exception Request Form* and submit it to the appropriate Department Chair. If approved, the Chair will then forward to the appropriate Dean, and the Dean to the Registrar. The student will be notified of the decision by the Chair.

Students who are granted approval and then provide official transcripts to Cox College after their anticipated graduation date will not have their degrees conferred until the next available graduation date.

Transfer of Credit

Program Name	General Education Transfer Credits	Program Specific Transfer Credits
ASMA Associate of Science in Medical Assisting (Transfer credit cannot exceed maximum total of 24 credit hours)	Up to 11 credits	Evaluates Each Request See program specific transfer credits, page 22.
ASN Associate of Science in Nursing (Transfer credit cannot exceed maximum total of 52 credit hours.)	Up to 17 credit hours for both general education and program. Core science transfer courses (Anatomy, Physiology, Nutrition and Microbiology) must have been completed no later than five (5) years prior to matriculation. The average cumulative GPA in core science course work must be 2.5 or higher.	Evaluates Each Request See program specific transfer credits, page 22. The second year of nursing courses must be completed at Cox College with a minimum of 20 credit hours earned at Cox College.
ASR Associate of Science in Radiography (Transfer credit cannot exceed maximum total of 57 credit hours.)	Up to 25 credit hours for required general education. The average GPA for required general education must be at a 3.00 or higher. Core science transfer courses (Anatomy and Physiology) must have been completed no later than five (5) years prior to matriculation.	Evaluates Each Request
BSDI Bachelor of Science in Diagnostic Imaging (Transfer credit cannot exceed maximum total of 96 credit hours.)	Up to 12 credits	Evaluates Each Request
BSN Bachelor of Science in Nursing (Transfer credit cannot exceed maximum total of 96 credit hours)	Up to 96 credit hours for both general education and program. Core science transfer courses (Anatomy, Physiology, Nutrition and Microbiology) must have been completed no later than five (5) years prior to matriculation. The average cumulative GPA in core science course work must be 2.5 or higher	The last two semesters of clinical nursing course work must be completed at Cox College with a minimum of 30 credit hours earned at Cox College. Evaluates Each Request.
MDCO Medical Billing and Coding (Transfer credit cannot exceed maximum total of 28 credit hours.)	Not Applicable	Evaluates Each Request.
MND Master of Science in Nutrition Diagnostics	Not Applicable	Only courses eligible for consideration are courses equivalent to Cox College's. MND523 and MND/MSN 525 Transfer credits must be at a B or higher.
MSN Master of Science in Nursing	Not Applicable	Up to 9 credits. Transfer credits must be at a B or higher. Evaluates Each Request.
MSOT Master of Science in Occupational Therapy	Not applicable	Up to 6 credits. Evaluates Each Request.

ACADEMIC POLICIES AND PROCEDURES

General Information

Academic Year

The academic year consists of one 16-week fall semester, one 16-week spring semester, and a 13-week summer semester that consists of three sessions. The fall semester begins the academic year and starts in August and ends early to mid-December. The spring semester begins in January and ends in May. The summer session begins in June and ends in August. The current Academic Calendar which lists the dates and deadlines for this academic year is on p. 226. It is also posted on the college Web site and in the student portal.

Advisement

Academic advising is available to all Cox College students. The General Education Specialist advises all preprogram students. Once admitted to a program students are assigned a faculty advisor, whose name is accessible through the student portal.

Once a student has been accepted into a program, an academic advisor will be assigned to assist in the student's *Proposed Plan of Study*. Prior to registration each semester, students must consult with their academic advisor regarding progress toward meeting program requirements listed in the *Proposed Plan of Study*. Advisor approval is required in order to register for courses for the upcoming semester and make any other schedule changes.

It is highly recommended that students not making satisfactory progress meet with their academic advisor early in the semester, office hours are posted. It may also be necessary to make an appointment with the Academic Resource Center. The responsibility to arrange academic counseling rests with the student.

Degree Audit

Each student is placed into a degree audit once they are admitted to the College. A degree audit is a computer-generated list of courses required for the degree program the student intends to pursue. It enables the advisor and the student to assess academic progress and unfulfilled course requirements. It is available for viewing on the student and faculty portals.

Repeating a Course

Cox College allows students to repeat a course to improve their academic standing (program permitting). Courses for which a student receives a grade of "D" or below must be repeated. Although a "D" can be counted as successful progression for financial aid purposes, it will not apply toward degree progression requirements. Enrollment in repeated courses will be on a space-available basis. The student's GPA will reflect the grade received when the course is repeated. Students should refer to the guidelines regarding repeating a course as outlined by their program.

Auditing a Course

Auditing is defined as a course for interest or development of skills without the intention of seeking credit or a grade. Audited courses do not fulfill degree requirements and laboratory hours of

department-specific courses may not be audited. Permission to audit a course will be granted by the department chair, on a space-available basis.

Change Major

If you wish to change your major, please see your advisor and complete the Program Change Form found on the student portal. Once the Registrar receives the form, your status will be changed and your degree audit will be switched to the new program.

Non-Degree Seeking Student

Students identified as enrolled in courses as a visiting student, auditing a class, or enrolled in a course which will not lead to a certificate or degree program conferred by Cox College.

Classification of Students

Students are classified by earned credit hours.

Undergraduate

Freshman: 1-30 credit hours
Sophomore: 31-60 credit hours
Junior: 61-90 credit hours
Senior: 91-128 credit hours
Super Senior: 129+

Graduate

First Year: 1-17+ credit hours
Continuing: 18+ credit hours

Promotion of students is dependent on successful accrual of the required number of credit hours and maintaining requirements for progression. Student enrollment status per semester is designated as one of the following:

Undergraduate

Fulltime: Students enrolled in at least 12 credit hours in a semester or summer session

Three-quarter Time: Students enrolled in 9-11 credit hours in a semester or summer session

Half-Time: Students enrolled in 6-8 credit hours in a semester or summer session

Part-Time: Students enrolled in less than 1-5 credit hours during a semester or summer session

Graduate

Fulltime: Students enrolled in at least 9 credit hours in a semester (fall and spring)

Half-Time: Students enrolled in 5-8 credit hours in a semester (fall and spring)

Part-Time: Students enrolled in 1-4 hours in a semester (fall and spring)

Summer Session

Fulltime: Students enrolled in 6 credit hours;

Half-time: Students enrolled in 3-5 credit hours;

Part time: Students enrolled in 1-2 credit hours.

Change of Course Schedule

Adding a Course

Students wishing to add course must complete the *Change of Schedule* form available on the student portal or in the Registration office. After completing the form the student must obtain the signature of their advisor and return the form to the Registration office within the appropriate add period. (If submitting the form through the student portal, the form will be automatically submitted to the Registration Office for all necessary processing and signatures.)

Refer to the Academic Calendar for the Add period deadline on p. 226.

Dropping or Withdrawing from a Course

Students wishing to drop or withdraw from a course is required to complete a *Change in Schedule* form available on the student portal.

Deadlines to drop a course or withdraw from a course prior to or during the semester are noted in the Academic Calendar.

If a course is listed as a corequisite to another course in which the student is enrolled, withdrawing from the corequisite course requires withdrawal from the concurrent course.

The grade of Withdraw (W) is submitted when a student withdraws during the initial withdrawal period for a semester (see Academic Calendar). The W grade has no effect on GPA.

After the initial withdrawal period, either a Withdraw Passing (WP) or Withdraw Failing (WF) grade for the course will be determined by the student's grade in the course at the time of the withdrawal. A WP grade has no effect on GPA; a WF is computed into the GPA as an "F" in the course. **Withdrawing from a course with a "WF" grade may place a student on academic probation (below a 2.0 term GPA). Students may be suspended if on academic probation for two consecutive semesters while enrolled at Cox College. Refer to each academic program's requirements for further information about probation.**

Withdrawals cannot occur during the last two weeks of a 16-week semester.

Re-enrollment in courses from which a student has withdrawn will be on a space-available basis.

Verbal communication to individual instructors of intent to drop or withdraw or failure to attend classes is not considered an official drop or withdrawal. The student will receive grades of "F" if official withdrawal procedures are not completed.

Credit and Course Information

Credit by Examination

Cox College limits a total of nine credit hours to be used towards graduation requirements.

Challenge Examinations

The Vice President of Academic Affairs (VPAA) will determine which courses may receive credit through a challenge examination.

1. Students wishing to receive course credit through a challenge examination must first have the permission of the VPAA. Students must put the request in writing and clearly identify the course(s) they wish to challenge. A maximum of nine credit hours may be earned by challenge examination.
2. The student must register for the course(s) for which the challenge examination is sought and pay the tuition and fees for the course(s).
3. The VPAA will arrange with the appropriate faculty member(s) to provide the challenge examination.
4. The student must achieve at least a grade of 70 (based upon the current college grading scale) on the challenge examination in order for credit to be granted.
5. If the student achieves the minimum score or above, the course and transfer grade (Credit by Validation - CV) will be entered on the student's transcript.

Course Delivery Modalities

Seated – a course in which instruction occurs in a face-to-face environment and may include technology enhancements. Use of technology, such as a learning management system (LMS) does not significantly reduce the time of face-to-face.

Online – with rare exception, a course in which instruction occurs exclusively in an online learning environment through a learning management system (LMS).

Hybrid – a course in which instruction occurs in both face-to-face and online environments.

Experiential Learning

If seeking academic credit for experiential learning, contact the assigned academic advisor a minimum of two semesters prior to the beginning of the course so timelines and requirements may be met. Experiential credit may be granted only for courses listed in the Cox College Catalog. Up to a total of six credit hours may be granted to a student for experiential learning. Students who seek academic credit for prior experiential learning will prepare a portfolio that documents and explains the learning which has taken place. Applications are available through the VPAA office. Should credit be granted for an entire course, the student will be responsible for paying the appropriate tuition and fee.

Academic Integrity

The College has developed standards for both academic and non-academic matters. All students are expected to act in a manner consistent with these standards. In addition, students are expected to adhere to the code of ethics and appropriate standards of practice established by their specific programs. Cheating, plagiarism, or other forms of academic misconduct are not tolerated. It is the responsibility of each student to ensure that his/her study and participation in the academic process is so conducted that there can be no question concerning his/her integrity. It is the responsibility of each student also to report the unethical behavior of a fellow student or colleague to the faculty member in order to protect the safety of the public and ensure the integrity of the program and profession.

All students are expected to consistently exhibit scholastic integrity. A student who has committed an act of academic dishonesty has failed to meet a basic requirement of satisfactory academic performance. Academic dishonesty is relevant to the evaluation of the student's level of performance and will result in disciplinary action.

Scholastic integrity involves the following behaviors:

- All examinations, quizzes, tests, and assignments are expected to be the work of the student alone (unless otherwise assigned or approved). This includes both seated and online courses.
- Class settings are maintained to provide an environment conducive to learning where students are responsible for their own behavior and for contributing to the learning environment.
- Students are expected to avoid the appearance of academic dishonesty. This includes cheating, plagiarizing, falsifying, and colluding.

Cheating is defined by *The American College Dictionary* as “conducting matters fraudulently or deceitfully, especially for profit to oneself.” This includes, but is not limited to:

- Copying from another student’s examination paper or other exam instrument (i.e., computer)
- Allowing another student to copy from an examination paper or other exam instrument.
- Unauthorized use of books, notes, or other materials to complete an examination, quiz, project, or other academic assignment.
- Unauthorized collaboration with others on a test, quiz, assignment, or other academic project
- Using or processing unauthorized or concealed materials (such as notes, formula lists, cheat sheets, Web sites) during an examination.
- Receiving communications such as, but not limited to, notes, text messages, phone messages, computer-based message, or nonverbal signs during examinations.
- Disclosing examination questions or topics to other students; receiving information about examination questions or topics from other students.
- Submission or use of falsified data.
- Theft of or unauthorized access to an examination.
- Submission of the same work for credit in more than one course, without obtaining permission of all faculty beforehand.

Plagiarizing is defined by *The American College Dictionary* as “copying or imitating the language, ideas, and thoughts of another author and passing off the same as one’s original work.”

When a student submits work for credit that includes the words, ideas, or data of others, the source of that information must be acknowledged through complete, accurate, and specific references, and if verbatim statements are used, through the use of quotation marks as well. By placing his/her name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements. The definition of plagiarism extends to the use of both published and unpublished sources. Examples of plagiarism include, but are not limited to:

- Quoting another person’s actual words, sentences, phrases, paragraphs, or entire piece of written work without acknowledgment of the source.
- Using another person’s ideas, opinions, or theory, even if it is completely paraphrased in one’s own words, without acknowledgment of the source.
- Borrowing facts, statistics, illustrations, or other materials that are not clearly common knowledge without acknowledgement of the source.
- Copying another student’s written work, computer file, or other academic assignment.
- Collaboration on or sharing of an assignment in any form (written or computer file) which is then submitted as individual work of each student.
- Submission of the same work or parts of previously developed work for credit in more than one course, without obtaining permission of all faculty beforehand.

- Unintentional acts of plagiarism are defined as those involving acknowledgement of sources but incorrect use of citations or citation format.

Falsifying is defined by *The American College Dictionary* as “to misrepresent, to alter, fraudulently, to lie.”

Colluding is defined by *The American College Dictionary* as “to act together through a secret understanding for a fraudulent or illegal purpose.”

Any student’s assignment that is found to violate scholastic integrity will be assigned a zero. The student will be placed on disciplinary probation. Students who have knowledge of cheating, plagiarizing, falsifying, or colluding by others in the course and hide such information may be considered guilty of the same offence. All work assigned in Cox College courses is expected to be done by the person to whom the work is assigned. Student work may be submitted to Web-based services (e.g., turinitin.com) to verify the originality of the work.

Academic Discipline

All students are expected to consistently exhibit scholastic integrity. A student who has committed an act of academic dishonesty has failed to meet a basic requirement of satisfactory academic performance. Academic dishonesty is relevant to the evaluation of the student’s level of performance and will result in disciplinary action.

Cox College reserves the right to place on probation, suspend, or dismiss students from the college whose conduct or performance is detrimental to the interests of the college or program-specific professions.

Academic Probation/Suspension

A general education student will be placed on academic probation when:

1. The semester or cumulative GPA falls below 2.0. (Refer to academic program.)
2. If a student is on academic probation for two consecutive semesters, the student may be suspended at the end of the second consecutive semester. The student will be notified in writing when placed on academic probation and/or suspension and this action will be reflected on the student’s academic transcript.

The student will be notified in writing when placed on academic probation and/or suspension, and this action will be reflected on the student’s academic transcript. Refer to each academic program’s requirements for further information about progression/probation.

Disciplinary Probation

A student may be placed on disciplinary probation for the following reasons:

1. Failure to meet remediation related to laboratory/clinical suspension.
2. Unsatisfactory laboratory/clinical performance (including, but not limited to, lack of preparation and irresponsible, unsafe or unprofessional conduct).
3. Scholastic misconduct (including but not limited to plagiarism or dishonesty).
4. Non-academic misconduct in violation of published program standards.

Dismissal

A student may be dismissed from Cox College for any of the following reasons:

1. Failure to conduct oneself in a responsible, safe and professional manner.
2. Academic misconduct including, but not limited to plagiarism or other forms of dishonesty.
3. Failure to meet program progression requirements.
4. Failure to meet remediation requirements.
5. Use of or being under the influence of alcohol and/or illegal drugs in the classroom, laboratory or clinical setting.
6. Sexual offenses or harassment.
7. Conviction of a felony.

Re-admission*

In order for an academically suspended student to be re-admitted to Cox College the student must:

1. Successfully complete nine hours at another regionally accredited institution with a minimum grade of "B" in each of the courses. The nine hours must be completed in two consecutive terms.
2. Once the individual completes the nine hours required, he/she must submit an official transcript to Cox College and write a letter to the Registrar requesting re-admission to the college.

If a student is dismissed from the college due to academic dishonesty or another behavioral problem, that student will not be readmitted to the College at a later date. A student who has been dismissed will remain responsible for all financial obligations to the college.

**Refer to each academic program's requirements on progression/probation for further information.*

Student Success

Cox College Promotes Learning (CCPL)

CCPL 100 is a one-credit introductory college course and may be required prior to admission to certain programs. This course is designed to facilitate a successful college experience with an emphasis on strategies to improve and build strong classroom skills, study techniques, test taking, critical thinking and time management skills. The course offers information about health care as a career, knowledge of the college community and information about support services.

Attendance

Regular attendance and punctuality are considered essential in meeting the objectives of the program. Classroom and clinical attendance is expected for maximum preparation for the professions. Students are expected to attend all classes, laboratory, and clinical sessions. Attendance guidelines are outlined in each course syllabus.

When circumstances prevent attendance, the student is responsible for notifying faculty and making arrangements for completing missed work. Faculty may withdraw a student from a class and assign a Withdraw Failing (WF) grade due to excessive absences.

Excessive Absences

Students should be aware that absences in some program-specific courses invariably have a built-in penalty of lower academic achievement. Excessive absences usually result in failure to achieve the course goals.

The faculty may administratively withdraw students who are absent or fail to participate for at least the equivalent of three consecutive weeks within a term without prior approval obtained by the VPAA. Students who are administratively withdrawn will remain liable for all financial responsibilities, including tuition and fees and the return of Title IV funds. Faculty will report administrative withdrawals to the Registrar.

For Financial Aid purposes, if a student misses any class for 15 consecutive working days (or three consecutive weeks), the faculty will report this to the Registrar who will administratively withdraw the student from the course.

Grades

Grading Scale

Grades are awarded to indicate the quality of a student's work and are assigned as follows

- A = 90.0% - 100%
- B = 80.0% - 89.99%
- C = 70.0% - 79.99%
- D = 60.0% - 69.99%
- F = 0% - 59.99%

Grades

Each course earns one grade, combining the results of class work, research, lab results and examinations. Grades are indicated by letters, with the following value in quality points given to each:

Grade	Quality Points
A	4.0
B	3.0
C	2.0
D*	1.0
F	0.0
P	Passing
W	Withdraw
WP	Withdraw Passing
WF	Withdraw Failing

The grading scale for all courses will be provided in each individual course syllabus.

*** NOTE: Does not meet degree requirements for students admitted into a college program. Any program course must be repeated in order to meet degree requirements (for financial aid purposes, only a "D" grade may be counted as "passing").**

Retaken courses with credit awarded are indicated on the student's transcript with an "R" notation.

Other Grades—not computed in the Grade Point Average:

AU	Audit, no credit given
CR	Credit by examination
CV	Credit by validation; course requirement met

I Incomplete (Requirements of the course are not met due to special circumstances. It is the student's responsibility to make arrangements with the instructor for completing the course. (See Incomplete Course Grades below).

Course requirements and grading standards will be provided in each course syllabus. Transfer credits are included in the earned hours to meet graduation requirements. Credit by examination and/or validation (with the exception of math proficiency) is included in cumulative credit hours to meet graduation requirements.

Incomplete Course Grades

A student may receive a grade of "I" (incomplete) in a course if, in the faculty's estimation, there has been sufficient progress in the course to justify a grade of incomplete: The schedule for the completion of incomplete grades is as follows:

- Fall – Final grade is due by Friday of the 2nd week of Spring term
- Spring – Final grade is due by Friday of the 2nd week of Summer term
- Summer – Final grade is due by Friday of the 2nd week of Fall term

Coursework not successfully completed by the scheduled time frame may result in a failure ("F"). A final grade will be entered into the student's academic record and may affect program progression and enrollment in prerequisite and corequisite courses.

Under extenuating circumstances, students may request an extension. Extensions must be approved by the course instructor and the department chair. If an extension is approved, the course instructor will communicate to the Registrar the expected completion date not to extend beyond the subsequent semester.

*Refer to this Catalog for program specific course incomplete details.

Grade Reports

Midterm and semester grade reports are posted on the student portal.

Grade Point Average

Grade point average (GPA) is calculated by multiplying the number of credits for a class by the quality points for the letter grade earned. Your GPA average may range from 0.0 to 4.0.

When a course which you received a substandard grade is repeated, the second grade is calculated in GPA in lieu of the first grade.

Dean's List

The calculation of the Dean's List will be determined at the end of each semester utilizing the semester grade point average (GPA). Only grades earned at Cox College are used in computing the semester GPA. Semester grades cannot be lower than a "B" with a minimum term GPA of 3.5 on a 4.0 scale based on at least 8 credit hours. The Dean's List is calculated at the completion of the semester every fall and spring and is posted on the Cox College Web site.

Transcripts of Academic Records

Official Transcripts are issued through the Office of the Registrar. Transcripts are ordered online through the [Cox College Web site](#). The transcript fee is \$15.00. A transcript will not be issued if there are outstanding financial obligations to the college. Cox College issues one free transcript for each

student upon graduation. Transcripts required for initial licensure for nursing graduates will be provided free of charge upon written request.

Grade Appeal Procedure and Complaint Resolution Process

Complaint and Grade Resolution Process

Cox College encourages students to communicate with faculty and administration to report problems, request assistance, and seek clarification of any issue or dispute affecting their well-being or academic progression. The purpose of this policy is to ensure due process and due diligence in the event of a student complaint. To the extent possible and when appropriate, decisions will be made within the context of existing college policies.

Grounds for Bringing a Complaint

The Complaint Resolution Process includes but is not limited to situations in which students allege to have been:

1. Denied opportunities provided to other students.
2. Held to standards different from those applied to other students in the same course or clinical group.
3. The recipient of the unequal or erroneous application of a departmental or Cox College policy; and/or
4. Disciplined or dismissed from Cox College, or an academic program, without due process.
5. Awarded an incorrect final grade.

Students must bring a complaint forward within the *first 3 instructional weeks* of the college's subsequent semester. Complaints alleging discrimination and/or harassment will be addressed using the College's *Non Discrimination/Harassment Policy*. Complaints around billing will be addressed with the College's *Billing and Appeals Policy*.

Complaint Resolution Processes

Informal Complaint Resolution. A student should attempt to resolve the complaint informally with the person(s) against whom they have the complaint. To the extent a student believes such attempt at resolution with a particular individual is possible (e.g., the complaint involves the behavior of the person against whom they have the complaint). If this is not possible, the student shall then contact his or her advisor or Chair for guidance. If the complaint cannot be satisfactorily resolved using informal means, only then may the student utilize the *Formal Complaint Resolution Process*.

Formal Complaint Resolution. If informal resolution was unsuccessful, the student may request a formal review by submitting a written complaint to the Department Chair/Director. The written complaint must include:

- a. Specific details about the student's complaint
 - b. Documentation supporting the complaint
 - c. Indicate the student's desired outcome
- The Department Chair/Director will respond to the student and *appropriate persons in writing* within seven (7) business days with a recommendation or a decision.

- If the student is not satisfied with the recommendation/decision of the Department Chair/Director, the student has seven (7) business days to submit a letter of appeal to the appropriate Dean. *The Dean has the discretion to appoint a committee of three (3) ranked faculty members to review the student's appeal and provide a written recommendation to the Dean.* The Dean will respond to the student, the Chair/Director and *appropriate persons* within seven (7) business days with a recommendation or a decision.
- If the student is not satisfied with the recommendation/decision of the Dean, the student has seven (7) business days to appeal to the appropriate Vice President. The Vice President has seven (7) business days to respond to the student, Chair, Dean and appropriate persons.
- If the student is not satisfied with the Vice President's decision/recommendation, the student has seven (7) business days to appeal the decision to the President. The President has seven (7) business days to respond to the student via email with a recommendation/decision. The decision of the President is final.

The complainant may call the Missouri Department of Higher Education (MDHE) at 573-751-2361, to indicate their desire to file a complaint after all college administrative processes have been exhausted.

Catalog Year Change Policy

The semester a student matriculates to Cox College, the Catalog in effect is considered to be that student's Catalog of entry. The Catalog of entry is used to determine program requirements. The Catalog of entry remains in effect for a student unless he or she has not been continuously enrolled at Cox College for a period of two (2) years or longer. Continuous enrollment is defined as being enrolled in classes without a break of two or more consecutive regular semesters (i.e., fall and spring, or spring, summer and fall).

If a student transfers from one program to another, he or she must fulfill the graduation and academic program requirements found in the Catalog in effect at the time of transfer.

Students may officially request to declare a subsequent Catalog as their Catalog of entry. Students must use a single Catalog and not a combination of Catalogs for graduation. In cases when required courses are no longer taught by the College, the appropriate department or college office may designate a reasonable substitute. A student who wishes to exercise this option must officially request to change his or her designated Catalog of entry by completing a *Catalog Year Change Form* on the student portal and submitting it to the Registrar. All requests are subject to approval by the College.

Leave of Absence

Leave of Absence from Programs and College

A one-semester Leave of Absence (LOA) from the department and the College may be approved by the Department Chair and Vice President of Academic Affairs (VPAA) for students accepted into a college program. Students should confer with their academic advisor and complete the *Request for Leave of Absence form*, accessible through the student or faculty portals. No more than one LOA

may be granted to a student admitted in an academic program. (Only students accepted into a college program are eligible to request a Leave of Absence.)

If students are requesting a LOA for a current semester they are registered for, they will also be required to complete a *Change of Schedule Course* form, accessible through the student portal. Once the form has been submitted, the student will be dropped or withdrawn from their courses per the Academic Calendar's deadline dates for the semester. As in the case of all withdrawals—withdrawal from courses is not permitted during the final two weeks of a semester.

Students must be aware that the Leave of Absence (LOA) from the department, program or college does not refer to the Title IV financial aid conditions. An LOA must be reported to the Student Loan Clearinghouse as a student having withdrawn from the college, effective from the last date of attendance and is subject to all loan repayment deadlines.

Students should also be aware that when returning from a LOA they will be expected to follow the policies and requirements of the new cohort they are entering.

Failure to register for the semester immediately following the LOA will be considered a withdrawal from Cox College. A college and a program application will be required for re-admission

Military Leave of Absence (MLOA)

A MLOA from the college will be provided for students who are called to military service, for the term of that service. Students granted a MLOA will receive a grade of “W” for all courses during the LOA semester. Students requesting a MLOA should submit a copy of their orders calling them to active duty to the Assistant Registrar/Veterans Certifying Official. Students granted a MLOA must register for the fall or spring semester immediately after completing military service.

Graduation

Applications for Graduation

Two (2) graduation applications must be submitted the semester before a student plans to graduate. First, the applicant should sign the Application for Degree/Certificate Form provided by the advisor. The applicant should also complete and sign the general college Graduation Application which should include height/weight approximations (for academic attire ordering) and diploma and commencement program details. Both applications should be submitted to the Assistant Registrar when registering for the last semester.

If students do not complete the final course requirements as anticipated, a new Application for Degree/Certificate form will need to be submitted to the Assistant Registrar. In addition, students are asked to complete a Graduation Survey.

Graduation Requirements

Every candidate for a degree is responsible for meeting all of the requirements for graduation. The responsibility for understanding and meeting graduation requirements rests entirely with the student. **For specific degree requirements, refer to the program-specific section in this Catalog.**

Students may participate in the next commencement ceremony (December or May) if they have one course yet to be completed and have otherwise met all graduation requirements. Award of the degree or certificate, however, is not posted until all degree or certificate requirements are completed. Candidates may participate in the commencement ceremonies only once.

Graduation Honors

Official graduation honors for undergraduate students are based upon the final grade point average (GPA) of the final semester the degree is conferred.

Public recognition honors (honors that appear in the commencement program) are based upon the cumulative GPA of the semester preceding the graduation ceremony.

Summa Cum Laude:	Graduate with highest distinction; cumulative GPA 3.9 - 4.0
Magna Cum Laude:	Graduate with high distinction; cumulative GPA 3.75 - 3.899
Cum Laude:	Graduate with distinction; cumulative GPA 3.5 - 3.749
With Honors:	Certificate programs, cumulative GPA of 4.0

Graduate students do not graduate with honors.

Withdrawal from Cox College

A student wishing to withdraw from the College is required to complete the *Withdrawal From College* form available from the Registration Office or the student portal. The official date of withdrawal noted on the Withdrawal form is used to compute tuition and financial aid. A student may withdraw from Cox College during the initial withdrawal period without academic penalty and a grade of “W” is recorded on the academic record. When a withdrawal occurs after the initial withdrawal period, the student will receive a “WP” or “WF” grade. A “WP” has no effect on the GPA. A “WF” is computed into the GPA as an “F” for the course. Withdrawals from courses are not permitted during the final two weeks of a semester.

A financial aid exit interview is required if the student received Financial Aid while enrolled at the College.

Verbal communication to individual instructors of intent to withdraw or failure to attend classes is not considered an official withdrawal. The student will receive grades of “F” if official withdrawal procedures are not completed.

Veterans Affairs Benefits

Cox College welcomes the opportunity to assist qualified veterans with their academic plans and preparation for the future. Veterans, dependents, and dependents of disabled or deceased veterans who plan to attend and who claim benefits under any of the federal or state educational programs, should apply directly to their nearest Department of Veterans Affairs Office for a Certificate of Eligibility (COE). This can be completed online at www.Vets.gov. The COE should be presented to the Cox College Veterans Affairs Certifying Official as soon as it is received, to avoid a delay in payment. Please note: if this is not received by the time of registration, there may be extensive additional delays in housing allowance, book stipends, and tuition payments to the student and/or school.

To be eligible for full-time benefits, a student must be enrolled for 12 or more semester hours. (This may be decreased for graduate or post-graduate students.) One cannot receive educational benefits

for auditing courses. VA regulations require that a student take courses that are applicable to one's degree program and that one makes satisfactory progress toward the degree. Veteran's benefits will be terminated for a student who fails to maintain satisfactory progress or receives dismissal for academic or disciplinary reasons. Students are required to notify the VA Regional Office of any enrollment changes or the termination of enrollment. The VA toll-free number is 1-877-823-2378.

For more information, contact the School Certifying Official at VeteransServices@coxcollege.edu.

BURSAR

Tuition and Fees

Tuition and fees are evaluated each year and based on the operating costs of providing quality programs for the students of Cox College.

Pre-registered students are mailed an itemized billing statement along with payment information prior to the semester/term or session start. Students are expected to track the status of their student account via the Cox College student portal. (Fees may be subject to change.)

Tuition	
Certificate Tuition	\$225.00
ASR Tuition	\$350.00
Associate and General Education Tuition	\$400.00
Associate in Nursing	\$425.00
Bachelor Tuition	\$410.00
Graduate Tuition	\$600.00

Fees	
Application	\$50.00
Acceptance/Drug Test/Criminal Background	\$175.00
Student Services Fees	\$50.00/Credit Hour
Graduation Fees (non-negotiable)	
Undergraduate	\$125.00
Graduate	\$150.00
SGA Fee	\$10.00
Lab Fee	\$150.00
Technology Fee	\$150.00/Semester
Transfer Evaluation (Program Courses)	\$50.00
Fitness Center Fee	\$25.00

Other Fees	
HESI A2	\$100.00
Nursing Testing Fee	\$165.00
Past Due Balance	\$50.00
TEAS	\$100.00
ACE Exam	\$100.00
Return Check Fee	\$25.00
Parking fine	\$25.00
Official Transcript	\$15.00
Typhon Fee (MSN & MSOT)	\$90.00

Financial Arrangements

Students are expected to have made necessary financial arrangements for tuition and fee balances per the financial arrangements and obligation policy as published on the Cox College's Web site. Students should: (1) have enough financial assistance to cover their entire account balance (pending aid); (2) enroll in the Automatic Payment Plan during the scheduled enrollment period; or (3) pay the required tuition and fees in full with personal funds. Failure to do so will result in a hold being placed on the student's account until the account is paid in full.

Students will be assessed a past due balance fee each month a balance remains unpaid after the due date. This fee will be charged to the students account and added to the balance due.

Cox College works in cooperation with Nelnet Business Solutions (NBS) to offer an interest-free monthly payment plan to our students. Students who prefer to make monthly payments can sign up with Nelnet Business Solutions for the Automatic Payment Plan during the scheduled enrollment period. For more information regarding this payment option please visit www.nbspayments.com or contact the Bursar at 417-269-3440.

Financial Obligation Policy

Students are not entitled to register for upcoming semesters/terms or sessions, receive recommendations, degrees, honors, certificates, or official transcripts until all financial obligations to the college are fulfilled. In the event of default of any amount due and the account is placed for collection, student is responsible to pay collection fees, plus any court and/or attorney fees resulting from the enforcement of the financial obligation to the college. Any collection costs stated above are in addition to the principal, fees and interest due on the account.

Refund Policy for Drops and Withdrawals

Failure to attend classes does not constitute a schedule change or withdrawal and does not entitle the student to a refund/credit. A verbal intent to withdraw from a course or the college is considered unofficial and insufficient. It is the student's responsibility to submit the Change of Schedule Form. The date the Registration office receives the completed form is the date used to calculate the amount of refund/credit, if applicable.

The percentage of refund/credit is calculated based upon the following schedule (the refund schedule varies for the summer session):

Course Length	100% Refund of Tuition & Fees*	50% Refund of Tuition & Fees*	No Refund
Full Semester	Days 1-5 of semester	Days 6-10 of semester	After Day 10 of the semester
First 8-Week Session	Days 1-3 of session	Days 4-5 of session	After Day 5 of session
Second 8-Week Session	Days 1-3 of session	Days 4-5 of session	After Day 5 of session
Intersession & Courses Scheduled Outside of Above Semester/Sessions	Day 1 of session	Day 2 of session	After Day 2 of session

***Any fee described as non-refundable will not be refunded, no exceptions. Tuition and fees associated with courses that are cancelled by Cox College will be refunded at 100%. The refund procedure varies for the summer session/terms.**

Billing Appeals Process

A completed Request for Billing Appeal form must be submitted to the Cox College Bursar to contest paid or outstanding billing charges due to the College no later than ninety (90) days after the end of the semester/term that is being contested. Any student who fails to submit a billing appeal within the ninety (90) day timeframe, by default may waive all rights to an appeal. Serious consideration will only be given to those with extenuating circumstances outside the control of the student. Non-attendance of classes and/or not completing an official withdrawal from the College does not constitute as extenuating circumstances.

Appeals are reviewed by the Billing Appeals Committee which meets within the first full business week of each month to review appeals submitted by the last business day of the prior month. After the committee meets, the student will be notified in writing by certified mail within fourteen (14) calendar days of the committee's decision.

FINANCIAL AID

The primary responsibility for financing education lies with the student. Federal financial aid is available for those who qualify for most degree programs. Due to the increasing cost of higher education, it is difficult to meet the total financial need of students. Therefore, students are encouraged to seek sources of aid available to them through community resources.

Federal Student Financial Aid is one of many resources a student can use to fund their educational expenses and must be applied for each year. Aid is divided into four categories: scholarships, grants, loans and employment. Most financial aid is based on financial need. Financial need is based on formulas established by federal and state governments. The formula is based on income, assets, family size, and other measures of financial strength. Financial need is defined as the cost of education less the expected financial family contribution.

Application for federal financial aid is made by completing the Free Application for Federal Student Aid (FAFSA). Priority is given to applications processed by February 1 of each year. The application with updated information is available online at www.FAFSA.gov October 1 of each year. The U.S. Department of Education sets eligibility for federal financial aid.

Student Eligibility

To receive financial aid from any State or Federal program, the following requirements must be met:

- Enroll as a degree-seeking student
- Have U.S. citizenship or eligible non-citizenship
- Make satisfactory academic progress
- Not be in default or owe on an overpayment of Federal funds
- Not be over aggregate loan amounts

The award amount for certain types of financial aid is based on student classification according to the number of credit hours completed.

Definition of Student Classification

Amounts of certain types of financial aid are based on student classification by the number of hours (Class Load) in which the student is enrolled in a semester. For financial aid purposes, the following student classifications apply:

Undergraduate:

1. **Fulltime:** Students enrolled in at least 12 credit hours during a semester or summer session.
2. **Three-Quarter Time:** Students enrolled in at least 9 semester hours, but less than 12.
3. **Half-Time:** Students enrolled in at least 6 semester hours, but less than 9 credit hours during a semester or summer session.
4. **Less than Half-Time:** Students enrolled in **less than** 6 credit hours during a semester or summer session.

Graduate:

1. **Fulltime:** Students enrolled in at least 9 credit hours during a fall or spring semester.
2. **Half-Time:** Students enrolled in at least 5 credit hours during a fall or spring semester.
3. **Summer:** Students must be enrolled in at least 6 credit hours to be fulltime and 3 credit hours to be half-time.

For certain types of financial aid the award amount is based on student classification according to the number of credit hours completed.

Undergraduate		Graduate	
Freshman:	1-30 credit hours	First Year:	1-17 credit hours
Sophomore:	31-60 credit hours	Second Year:	18+ credit hours
Junior:	61-90 credit hours		
Senior:	91-128 credit hours		
Super Senior:	129+		

Classifications

Eligibility for certain types of financial aid is based on student classification according to the number of credit hours completed.

Sources of Financial Aid

Cox College participates in the following financial aid programs:

Federal Programs

Federal Pell Grant

Federal Supplemental Educational Opportunity Grant (FSEOG)

Federal Work Study

Federal Direct Loan Programs

Subsidized Stafford Loan

Unsubsidized Stafford Loan

Parent PLUS Loan for Undergraduate Dependent Students

Graduate PLUS Loan

State Programs

Missouri Academic Scholarship (Bright Flight)

Missouri Access Grant

Marquerite Ross Barnett Memorial

Institutional Scholarship Programs (Applications are available through the Financial Aid Office).

- Need-based scholarships are determined by information submitted on the FAFSA.
- Academic scholarships are determined by cumulative grade point average (GPA).
- Cox Auxiliary scholarship.

CoxHealth Foundation scholarships are awarded annually and require a written essay and letter of reference.

Return of Title IV Aid

All schools are required to implement the *Return of Title IV Funds* federal policy. This policy ***could result in significant cost to the student***. Therefore, withdrawal from school should be a careful consideration. The *Return of Title IV Funds* policy only relates to students with federal financial aid. Students without federal funding will refer to the institutional refund policy regarding withdrawal from the college. Once a student completes more than 60% of a semester or payment period a student has earned 100% of the federal funds received and no federal funds will be returned. An example of the withdraw calculations will be available in the Financial Aid Office and e-mailed to all current students at the beginning of each semester.

The *Return of Title IV Funds* is calculated by a percentage based on the number of days completed divided by the number of days in the academic period. Scheduled breaks of five days or more will be deducted from the total number of days in the semester. The following criteria determines the withdrawal date:

- For a seated course the student's last day of attendance will be used.
- For an online course the student's last day of participation in an academically-related activity will be used.
- The official withdrawal date will be provided by the Registrar's Office.

Federal Title IV Aid refunds will be returned in the following order:

1. Unsubsidized Stafford Loan
2. Subsidized Stafford Loan
3. Graduate PLUS Loan
4. PLUS Loans
5. Pell Grant
6. Supplemental Educational Opportunity Grant (SEOG)
7. Other Financial Aid Programs

Impact of Leave of Absence (LOA) on Student Loans

Students must be aware that the Leave of Absence (LOA) from the department, program or college does not refer to the Title IV financial aid conditions. "A school may grant a student an LOA that does not meet the conditions to be an approved LOA for Title IV purposes." *An LOA must be reported to the Student Loan Clearinghouse as a student having withdrawn from the college, effective from the last date of attendance and is subject to all loan repayment deadlines.*

A LOA may cause a student to fail financial aid satisfactory academic progress standards which would require a student to use the financial aid appeal process to regain financial aid eligibility for future semesters. All LOA's granted to students eligible for federal financial aid must comply with federal regulations.

Impact of Attendance on Student Loans

Not attending classes does not withdraw a student from school. The student is responsible for all charges until the withdrawal process has been completed.

When a student withdraws from Cox College, the determination will be made whether a student must repay monies previously disbursed. This repayment will be in accordance with federal regulations

found in *Current Title IV Regulations* and outlined in the *Federal Student Financial Aid Handbook* or the Cox College Web site under Financial Aid and Bursar Info (FAQ)

Progress Standards

Satisfactory Academic Progress

Federal regulations require that in order to receive financial aid, students must meet satisfactory academic progress (SAP) standards that ensure program completion in a timely manner. A minimum semester GPA of 2.0 on a 4.0 scale must be maintained. Academic progress is evaluated after the spring semester of each academic year. Students falling below this standard will be denied financial aid.

Quantitative Progress Standards

At the end of each semester, the student must complete 67% of the total credit hours for which he/she was enrolled. Grades of Failing “F”, Incomplete “I”, Audit “AU”, Withdraw “W”, Withdraw Failing “WF” or Withdraw Passing “WP” **will not** be computed in the number of hours completed. Students failing to meet this quantitative academic progress standard will be required to complete the student appeal process.

Students may receive financial aid for a maximum of 150% of the credit hours required to complete their program or until a degree is acquired, whichever occurs first. The total number of credit hours allowed **includes courses** for which credit is transferred from other institutions.

Student Financial Aid Appeal Process

Students who have been denied financial aid for failing to meet academic progress standards have the right to appeal their situation to the Financial Aid Appeals Committee. Situations that may warrant an appeal are injury or illness of the student, the death of a relative, or other extenuating circumstances.

Students who wish to appeal must use the following procedure:

1. Submit a typewritten letter to the Financial Aid Office describing the extenuating circumstances that led to your failure to meet the academic progress standard.
2. The determination of the Financial Aid Appeals Committee will be returned to you in writing within two weeks of receiving the decision from the committee.
3. Appeals granted will be for one semester and the student's academic progress will be checked at the end of the semester to determine eligibility.
4. The committee's decision will be final.
5. A Student Appeal (SAP) form may be found on the Cox College Web site, under Financial Aid and Bursar Info.

Student Financial Aid Reinstatement Process

Financial aid may be reinstated when the following condition has been met:

The student completes one or more semesters at their own expense at Cox College, with the grade point average and the quantitative standards being met needed to be removed from financial aid probation at the end of the next evaluation period. The Financial Aid Office evaluates satisfactory academic progress at the end of the spring semester.

Automatic Termination of Financial Aid

The following situations may dictate the automatic and immediate termination of financial aid eligibility:

- Withdrawal/dismissal from Cox College.
- Withdrawing below half-time status except for the “less than half-time” Pell Grant.
- Default on a federally-funded student loan or failure to repay a grant overpayment or other financial obligation to Cox College.
- Failure to meet satisfactory academic progress standards.

Consumer Information

In accordance with federal regulations set forth in the Higher Education Act of 1965, as amended, the Financial Aid Office has provided the required consumer information on our Cox College Web site: <http://coxcollege.edu/financial-aid/>.

Special Circumstances

Students who have special circumstances need to complete the *Special Circumstances* form available from the Financial Aid Office.

Financial Aid Office

- The Financial Aid Office is located on the first floor of Cox College.
- Personnel are available Monday - Friday 7:30 a.m. - 4:30 p.m.
 - Appointments are encouraged, but not necessary.
- **Telephone:**
 - 417-269-3160
 - 417-269-3008
 - 417-269-3458
 - Toll Free 866-898-5355
- **Address:** Financial Aid Office, Cox College
1423 North Jefferson Avenue, Springfield, MO 65802
- **E-mail:** Financialaid@coxcollege.edu

GENERAL EDUCATION

Philosophy of General Education

A general education is an integral part of the Cox College learning experience. Cox College seeks to provide an environment that fosters personal and professional growth and prepares individuals for the rapidly changing health care environment. The faculty believes that the integration of general education knowledge with professional discipline is essential for clinical practice and lifelong learning.

A general education provides opportunities for students to obtain and develop knowledge, skills, attitudes and interests that enhance and maximize growth and potential to become productive members of society.

A student who acquires a general education will develop cognitive capabilities and understandings that are foundational to continued lifelong learning. Specifically, general education courses improve the ability to:

- Communicate effectively in written and oral forms
- Think critically, using analytical and logical reasoning
- Utilize scientific inquiry
- Read with comprehension
- Demonstrate intellectual awareness of societal functions and responsibilities
- Consider philosophical and/or ethical perspectives
- Value learning as a lifelong process

UNDERGRADUATE STUDIES

There are five undergraduate degree options:

- Associate of Medical Assisting (ASMA)
- Associate of Science in Nursing (ASN)
- Associate of Science in Radiography (ASR)
- Bachelor of Science in Diagnostic Imaging (BSDI) with credentialing pathway options
- Bachelor of Science in Nursing (BSN)

Cox College also awards a certificate in:

- Medical Billing/Coding

Mission Statement

The mission of Cox College's undergraduate education division is to prepare health care professionals whose practice is informed by theory and research.

UNDERGRADUATE NURSING PROGRAMS

OVERVIEW

The nursing program offers two undergraduate degree options: The Associate of Science in Nursing (ASN) and the Bachelor of Science in Nursing (BSN).

Vision

Provide leadership using innovative approaches to advance the practice of nursing.

Mission

To provide excellence in educational programs that prepare nurses at the associate and baccalaureate levels.

Philosophy of Nursing

The faculty of Cox College has chosen the following concepts to be included in the philosophy: human beings, society, health, nursing, learning and nursing education.

Human beings are unique holistic individuals with intrinsic value, having the right to be treated with respect and dignity from conception to end of life. Humans influence and are influenced by two interrelated forces, the internal and external environments. The internal environment consists of biological, psychosocial, and spiritual factors, whereas the external environment consists of socio-cultural, political, economic, physical and technological factors. Humans have rational power and personal values that affect self, others and environment, and have a right to be treated with respect and dignity. Human beings are social beings who constitute groups, with groups forming societies. *Society*, characterized by cultural norms, beliefs and mores, defines the rights and responsibilities of its citizens and communities. Social organization allows procurement of benefits and resources for individuals and groups that might not be otherwise realized. Social organization addresses distribution of limited resources such as health care seeking to provide the highest benefit for greatest number as an ongoing imperative.

Health is a dynamic state in which the individual is constantly adapting to changes in the internal and external environment. A state of health is viewed as a point existing on a continuum from wellness to death. The meaning of health varies with the perception of each human being. The purpose of the health care delivery system is to assist individuals in achieving their optimal wellness and a state of being, by utilizing a multidisciplinary approach that is sensitive to both environmental resources and constraints.

Nursing is a synergy of art and science. The science of nursing is based on principles and theories of nursing, behavioral, and natural sciences, which embody knowledge, skills and professional values, which are applied in a caring manner. The art of nursing, grounded in the humanities, is exemplified by the characteristics of caring that include commitment, authenticity, advocacy, responsiveness, presence, empowerment and competence. Nurses accept and respect cultural differences and develop skills to provide ethical, compassionate care.

The goals of nursing practice are to promote wellness, prevent illness, restore health and facilitate healing. Nursing process provides the framework for decision making and problem solving. Recipients

of nursing care may be individuals, families, groups or communities. Nurses practice within legal, ethical and professional standards in the health care delivery system. A variety of nursing roles and practice settings offer nurses the opportunity to collaborate within a complex system while making a unique contribution. As a vital humanitarian service within society, nurses function in the interrelated roles of provider, manager, leader and research scholar.

Learning is a lifelong process influenced by conditions in the environment. Evidenced by changes in behavior, learning involves development in the cognitive, affective and psychomotor domains.

Students are expected to be self-directed, goal-oriented and actively involved in the learning process. Faculty facilitate the learning process by creating a flexible environment and planning goal-oriented experiences. Respect for individuality, freedom of expression, shared decision making and mutual trust promote reciprocal relationships and create an optimal learning environment. Faculty accept responsibility for acting as role models and stimulating intellectual curiosity, critical thinking, self-awareness and promoting lifelong learning.

Nursing education prepares individuals to perform at various levels of decision making, which range from those based on accepted nursing knowledge, skills and values to those that require a complex organization of these components. Nursing knowledge which is further supported by evidence is foundational to professional nursing and is emphasized at all levels of nursing education. Each level of nursing education is valued for their contributions and collaborative work to achieve unity of effort. Faculty value educational mobility and prepare individual choice in educational pathways.

Associate degree education in nursing prepares practitioners for making decisions in the care of individuals and members of a family, group or community with common well-defined nursing diagnoses. Associate degree nurses are prepared to function in structured health care settings and to provide nursing care under established policies, procedures and protocols. Graduates of associate degree education recognize the value of accessing professional literature and applying interpreted research.

Baccalaureate degree education in nursing prepares practitioners capable of decision making in the care of individuals, families, groups and communities with complex interactions of nursing diagnoses. Baccalaureate nurses are prepared to function in structured and unstructured settings that may or may not have established policies, procedures and protocols. In addition, graduates are prepared to assume leadership roles in the provision of health care. Graduates of baccalaureate education critically integrate research findings to provide and/or improve nursing care.

Academic Policies

Once admitted to a nursing program, both college policies and programmatic policies listed below are in effect:

Prerequisite and Corequisite Requirements

A prerequisite course requires successful completion *before* taking the subsequent course. A corequisite course is required to be taken *in conjunction with* another course. Corequisite courses must be completed at Cox to monitor student enrollment and related policies.

Repeating a Nursing Course

Only **one** nursing course in the nursing degree program may be repeated. A student will be dismissed from the nursing program if a percentage grade of “74.49” or below is received in two courses. If a student does not meet progression requirements in any nursing course, that student can repeat the course only **once**. Please note the Undergraduate Nursing Department your *percentage grade*, not your letter grade in determining progression. Enrollment in the repeated course will be on a **space-available basis**. The student’s GPA will reflect the grade received when the course is repeated. If a student withdraws prior to the last day to drop **without** receiving a grade, then that withdrawal is not counted as a repeat of the course.

A student who withdraws or does not achieve progression requirements in any corequisite course will NOT be allowed to progress to the next nursing course until the corequisite requirement is successfully completed. If withdrawal of a corequisite course occurs, withdrawal in the concurrent nursing course will also be required. If progression in the nursing program is interrupted for this or any other reason, enrollment will be resumed **only on a space-available basis**. Space-available basis is determined by the number of seats remaining in the course after all new and progressing students have been registered. If there are more students repeating than slots available, a ranking process will be used to register those students.

Requirements for Progression

To successfully progress through the nursing program, students must demonstrate safe, responsible and professional conduct and meet the following academic standards:

- Please note, the Undergraduate Nursing Department uses your *percentage grade*, not your letter grade in determining progression.
- Students in all nursing programs must achieve a cumulative average of 75% on examinations in all nursing courses **before** any additional course points can be averaged into the course grade in order to be allowed to progress in the nursing course sequence or, in the case of the last courses in the programs, to be allowed to graduate.
- Any student who achieves a cumulative average of 74.49% or less on course examinations will not be allowed to progress to the next course and will have a “C” “D” or “F” recorded as their final grade in the course, and no other course points will be allowed. Regardless of the letter grade posted, the student must achieve at least a percentage score of 75% or higher. If eligible, the student will be required to repeat the course.
- Once the cumulative 75% average on all course examinations has been achieved, the remaining points for the course will be averaged with the examination grades. This score will constitute the final course grade.
- If the final grade for the course is less than the 75% average after the remaining course points are added, the student will not be allowed to progress to the next course and will have a “C” “D” or “F” recorded as the final grade for the course. Regardless of the letter grade posted, the student must achieve a percentage score of at least 75% or higher. If eligible, the student will have to repeat the course.
- Successful completion of the theory and laboratory components of nursing courses is required. If a student is unsuccessful in the theory component but passes the lab component of course, both sections must be repeated. If a student is successful in the theory component of class but unsuccessful in the laboratory component of the course, both sections must be repeated.

- Completion of required academic assessments administered by Cox College.
- Validation of Dosage Calculation Competency (not required for post licensure programs).
- Maintenance of AHA Healthcare Provider certification or equivalent.
- Maintenance of current immunizations.

Students who fall out of progression in required clinical courses for any reason must complete the clinical reorientation course prior to beginning the next clinical course. The purpose of this course is to review and practice clinical skills, demonstrate dosage calculation competency, and renew access credentials in Cerner and e-MAR for use in the clinical setting.

Students dismissed from the nursing program are not eligible for re-admission to the program. Those students dismissed from the nursing program may reenter the nursing program through one of the following bridge programs (LPN to ASN, ASMA to ASN, ASMA to BSN, LPN to BSN or RN to BSN). Questions regarding this policy may be addressed in writing to the undergraduate nursing chair.

Incomplete Grade

A grade of “I” in a course should only be given when there is sufficient progress by the student in the course to warrant an extension into the subsequent semester. Requirements for completion are specified to provide ample time for course completion without impairing the students’ academic progress.

A student may receive a grade of “I” (incomplete) in a nursing course if, in the faculty’s estimation, there has been sufficient progress in the course to justify a grade of incomplete as opposed to a withdrawal. The progress must be sufficient to assure that the student will be able to complete all course requirements before the beginning of the next semester.

A grade must be posted for the course before the beginning of the next semester. Failure to complete coursework by the prescribed date will result in an “F” being recorded as the final grade in the course. If a student receives an “I” in a prerequisite course, the student may register for the subsequent course in the following semester. However, if the “I” is not removed in the prescribed timeframe, the student will be withdrawn from the subsequent course.

Dosage Calculation Competency

Students in nursing courses must demonstrate competency of dosage calculation skills at various points in their program of study to progress. Students who fall out of progression for any reason must retest and successfully pass the appropriate dosage calculation competency.

The competency will be assessed by examination using the following procedure:

- **ASN Program: Prior to beginning** of NURS 106, 206, and/or 208.
- **BSN Accelerated Programs: BSN Entry: Prior to beginning** of NRSA 302 and 310.
- **BSN Entry: Prior to beginning** of NRSI 302, 310 and 410.

Ninety-five percent accuracy must be achieved on each competency test before the student will be allowed to progress. One retake will be allowed for each competency test. If a retake examination is necessary, the original test is not given; another of comparable difficulty will be used. If this standard

is not achieved, the student will be required to enroll in NURS/NRSI/NRSA/NRSC 197 Dosage Calculation Remediation.

Upon completion of NURS/NRSI/NRSA/NRSC 197, the student is eligible to retake the appropriate-level competency exam with one repeat examination allowed. If successful with 95% accuracy, the student will be allowed to progress. Enrollment in the clinical nursing course is on a space-available basis. If the student successfully completes remediation, yet fails to complete competency testing, the student will receive a failure for the course. If this is the second nursing course failure, the student will be dismissed from the nursing program. If it is the first nursing course failure, the student will sit out a semester and retake dosage calculation competency at the scheduled time the next semester.

NURS/NRSI/NRSA/NRSC 197 Dosage Calculation Remediation is considered a nursing course and the policy for **Repeating a Nursing Course** will be followed.

Exams to determine the dosage calculation are scheduled during the final weeks of the semester (dates will be published and testing will occur beginning prior to finals week). The testing process must be completed within specified testing dates and completed by final testing date.

ASN Program:

- **Prior to beginning** of NURS 106 – Level One Competency
- **Prior to beginning** of NURS 206 – Level Two Competency
- **Prior to beginning** of NURS 208 – Level Three Competency

BSN Accelerated Track:

- **Prior to beginning** of NRSA 302 – Level One Competency
- **Prior to beginning** of NRSA 310 – Level Two Competency

BSN Entry Track:

- **Prior to beginning** of NRSI/NRSC 302 – Level One Competency
- **Prior to beginning** of NRSI/NRSC 310 – Level Two Competency
- **Prior to beginning** of NRSI/NRSC 404 – Level Three Competency

HESI Testing

Cox College acknowledges that students in the departments of nursing must successfully pass the NCLEX-RN® exam in order to begin professional nursing practice. It is also acknowledged that success on formative and summative HESI exams throughout the nursing curricula is positively correlated with first-time success on the NCLEX-RN®. The purpose of HESI testing is to improve and assess student learning, readiness to sit for the NCLEX-RN®, and first-time NCLEX-RN® pass rate.

Requirements Prior to the First Nursing Course

Verification of immunizations and additional requirements (See Admissions – Requirements, prior to first clinical course.) must be provided by all nursing students prior to August 1st for fall entry or January 1st for spring entry.

Nursing Orientation

New students admitted to a nursing track, undergraduate or graduate, will be required to attend a nursing program orientation. Information about date, time and place of orientation will be included in the new student's acceptance letter and on the Cox College Web site.

Math Proficiency Requirement

For admission into the undergraduate nursing programs, proficiency in math must be determined. Applicants for program entry must have the math requirement completed before submission of the program application. This requirement will be satisfied by successful completion of one of the following options:

- ACT math score of 22 or higher or an SAT math score of 520 or higher.
- An official college or university transcript with a grade of “C” or better in College or Intermediate Algebra courses.
- Successfully passing the TEAS Mathematics exam with an Adjusted Individual Math score of 70% or higher.

Clinical Probation

The following are the steps for clinical probation:

1. Meeting with the student, course coordinator and clinical faculty.
2. Development of a plan of action to improve chances of clinical success.
3. Review of the attendance policy.
4. Point out that any clinical hours missed will be made up.

More than 24 hours of clinical absences will result in a failure of the clinical component of the course, except for NURS 105 which is more than 12 hours.

Procedures for Disciplinary Probation

When a student is placed on disciplinary probation, the student will be informed verbally and by letter of his/her probationary status. Steps for remediation and the length of the probationary period will be outlined on a student conference record that will be signed by the appropriate individuals and the department chair. During the probationary period, the appropriate individuals may meet with the student regularly to evaluate progress toward meeting conditions of probation and these meetings will be recorded on the student conference record. The student has the right to have an advisor or liaison of their choice present at the meetings. It is the student's responsibility to work with the individuals involved to schedule these meetings.

At the end of the designated probationary period, appropriate individuals will review the student's progress and a decision made determining whether the student has met the steps of remediation. The student will be notified in writing of the decision. At this time, the student may be removed from probation, receive a failing grade in the course, or be dismissed from the program.

Graduation Requirements

After enrollment in the nursing program, it is recommended students take at least one nursing course each semester. Degree requirements must be met within five (5) years of entry into the ASN/BSN pre-licensure programs.

Every candidate for a degree is responsible for meeting all the requirements for graduation. The responsibility for understanding and meeting graduation requirements rests entirely with the student. The degree requires:

- Satisfactory completion (“75%” or better) of all specified courses in the curriculum plan

- Completion of second year nursing courses with a minimum of 20 credit hours granted by Cox College for **ASN program**.
- Completion of the last two semesters of clinical nursing courses as outlined on the proposed plan of study with a minimum of 30 credit hours granted by Cox College for **BSN program**.
- Minimum cumulative GPA of 2.0 on a 4.0 scale on completion of required courses for all the nursing programs
- Completion of all nursing courses within five (5) years of admission to the ASN/BSN nursing programs
- Should a student not complete final course requirements, a new graduation application for the degree must be submitted.

Nursing Licensure

Nursing is a licensed profession with nurses practicing according to state-specific provisions outlined in the Nursing Practice Act, and Rules, Missouri Statute: Chapter 335.011 TO 335.257, Rules: 20 CSR 2200 -1.010 To 20 CSR 2200-6.060.

Graduates of Cox College nursing degree programs are eligible to apply to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN®). This is a computer-adapted examination and may be taken at testing centers locally and across the United States. Passage of this examination allows the graduate to begin practicing as a registered nurse.

All applicants to Cox College are hereby notified that the Missouri State Board of Nursing may refuse to allow a graduate to take the NCLEX-RN® or to issue a license for specific reasons related to moral turpitude, intemperate use of alcohol or drugs, or conviction of a crime. (See Section 335.066, RSMo of the Missouri Nursing Practice Act.)

NOTE: Completion of a nursing degree program does not guarantee eligibility to take the licensure examination.

ASSOCIATE OF SCIENCE IN NURSING (ASN)

Upon entry to the ASN program, students maintaining fulltime study have the ability to graduate in two (2) years. Graduates are prepared to take the National Council Licensure examination for Registered Nurses (NCLEX-RN®). After passing this examination, they will be eligible to begin a career as a registered professional nurse.

Program Outcome

The graduate nurse is competent and is capable of providing direct care in structured health care settings.

Competencies

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

- Utilize knowledge from nursing, behavioral and natural sciences to **make competent decisions** when providing direct care for individuals and members of a family or group with well-defined nursing diagnoses in structured health care settings.
- Employ effective **communication** skills in interaction with clients, their family members and the health care team.
- Implement **therapeutic interventions** for individuals and members of a family, group or community in structured health care settings using established policies, procedures, and protocols.
- Apply principles of growth and development in providing care to individuals and members of a family or group across the **life span**.
- Utilize methods of **discovery** to access professional literature and apply interpreted research.
- Assume a professional **role** and practice nursing within legal, ethical and professional standards with a commitment to lifelong learning.

Program Admission

To be eligible for admission into nursing courses of the ASN program, a candidate must:

1. Complete the admissions procedure to Cox College. Admission file must be complete by the deadline date noted on the application.
2. Complete the nursing program application by the listed deadlines.
3. Complete the Hesi A2 entrance exam.
4. Completion of Intermediate Algebra or higher or prove math proficiency.
5. A minimum of 12 credit hours completed from the required general education courses with a minimum cumulative GPA 2.75 on a 4.0 scale.
 - One of the completed courses must be a core science (Anatomy, Physiology, Nutrition or Microbiology) and the minimum core science GPA must be a 2.5 on a 4.0 scale.
 - Core science courses must be taken within five (5) years of starting the nursing program.
 - Maintain a cumulative GPA of 2.75 or better in the remaining general education courses
6. Applicants applying after the deadline may be considered for admission based on space availability.
7. Applicants may be interviewed as requested by the Undergraduate Nursing Chair and faculty.

Students awaiting admission into ASN nursing courses may enroll in general education courses at Cox College. Once a candidate has been notified of an offer for admission into the ASN program, a nonrefundable acceptance fee (includes background check and drug screen) is required. When received, the student may register for classes according to the Academic Calendar. Students will be required to attend a nursing program orientation before classes begin. A positive drug screen or compromised background check may result in rescinding the student's acceptance into the program. An offer may be rescinded if in progress classes are not completed or a 2.75 GPA is not maintained.

In the Spring of 2018, there will be an option to complete the ASN program in the evenings and on the weekends. The plan of study will be identical to the traditional ASN program, including required general education courses and pre- and corequisites. Students applying for this option must indicate this as their desired program at the time of application.

Guaranteed Acceptance Program (GAP)

- Meet the application deadline for the ASN cohort you wish to apply.
- Applicants may only apply for one program each semester.
- **Must have completed** the four (4) core science courses (Anatomy, Physiology, Microbiology, and Nutrition) and two (2) additional general education courses (from the list below) through Cox College.
- Complete the four (4) core sciences and two (2) general education courses within a maximum of four (4) consecutive semesters, not counting summer.
- Have a minimum course GPA of 3.0 (B) or better in each of the core science courses and the two (2) general education courses.
- The six (6) GAP courses may not be repeated to attain either the course and/or cumulative 3.0 (B) GPA. This refers only to courses taken at Cox College. If an applicant has taken the course at a college or university, other than Cox, it will not count as a repeated course.
- Selection for the GAP program will go to the first twenty (20) qualified and completed GAP applications. Any additional GAP applications will be placed in the regular acceptance pool.
- Must meet all other required program qualifications.

General Education Course for ASN Program

BIOL	205	Human Anatomy – core science course
BIOL	206	Human Physiology – core science course
BIOL	208	Microbiology – core science course
BIOL	302	Principles of Human Nutrition – core science course
CHEM	103	Fundamentals of Chemistry
ENGL	150	English Composition
MATH	100	Intermediate Algebra
PHIL	201	Introduction to Philosophy
PSYC	101	Introduction to Psychology
SOCI	101	Introduction to Sociology

Undergraduate Nursing Department Admission Formula

1. HESI A2 Exam

HESI score: Maximum of 40 points

HESI A2 Score/Points			
Test	≤ 79 %	80% -90%	> 90%
*Math	0	5 points	10 points
*Reading Comprehension	0 0	5 points	10 points
HESI A2 Science/Points			
Science Test	≤ 75 %	76% -90%	> 90%
*Science – Anatomy, Physiology	0	5 points	10 points
*Science-Chemistry	0	5 points	10 points
Non Scored section			
*Critical Thinking	NA	NA	NA

* HESI A2 tests required

2. Cumulative GPA (figured on required courses completed)

Cumulative GPA x 10 = GPA points (maximum of 40 points)

3. Cumulative Science GPA (figured on required courses completed)

Cumulative GPA x 10 = GPA points (maximum of 40 points)

Maximum points = 120 points

The Undergraduate Nursing Faculty will rank applicants based on the above formula.

Application Deadlines

- Applicants seeking fall entry into the nursing programs must apply by March 1.
- Applicants seeking spring entry into the nursing programs must apply by September 1.

Applicants applying after the deadline may be considered for admission based on space availability.

Nursing Program Selection Criteria A2 Exam information

HESI A2 Tests include:

ENGLISH LANGUAGE (Exam includes 55 test items - 50 scored and 5 pilot)

Reading Comprehension

- Provides reading scenarios in order to measure reading comprehension, identifying the main idea, finding meaning of words in context, passage comprehension, making logical inferences, etc. Recommended time: 60 minutes

MATH (Exam includes 55 test items - 50 scored and 5 pilot)

Basic Math Skills

- Focuses on math skills needed for health care fields, including basic addition, subtraction, multiplication, fractions, decimals, ratio and proportion, household measures, general math facts, etc. Recommended time: 50 minutes

SCIENCE (Exam includes 30 test items - 25 scored and 5 pilot)

Anatomy, physiology, chemistry

- Provides coverage of general terminology and anatomical structures and systems. Recommended time: 25 minutes

Based on Selection Criteria, the following four exams will be used for BSN-E admission purposes:

1. Math
2. Reading Comprehension
3. Anatomy and Physiology
4. Chemistry

HESI A2 Testing Guidelines

- An exam can be repeated one time at additional expense to the student. Elsevier provides two versions of the HESI A2 examination if the student elects to re-take the exam to attempt an improvement in their performance.
- The higher of the 2 scores of each repeated exam will be the score used in the selection criteria.
- There is no wait time between the original exam and the retested one.

ASN Degree Requirements

Pre-General Education Course: Math 150 (3 credit hours) (See *Math Proficiency Requirement*)

General Education: 32 Credit Hours Total

Natural and Applied Sciences (20 Credit Hours)

BIOL	205	Human Anatomy (4 credit hours)
BIOL	206	Human Physiology (4 credit hours)
BIOL	208	Microbiology (4 credit hours)
BIOL	302	Principles of Human Nutrition (3 credit hours)
CHEM	103	Fundamentals of Chemistry (Prerequisite: Math 150) (4 credit hours)
INFM	160	Computer Resources (1 credit hour)

Humanities (6 or 7 Credit Hours)

ENGL	150	English Composition (3 credit hours)
PHIL	201	Introduction to Philosophy (3 credit hours)
CCPL	100*	Promoting Learning and Ultimate Success (1 credit hour)

Social Sciences (6 Credit Hours)

SOCI	101	Introduction to Sociology (3 credit hours)
PSYC	101	Introduction to Psychology (3 credit hours)

Nursing (38 Credit Hours)

NURS	100	Introduction to Nursing Skills (2 credit hours)
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NURS	105	Clinical Applications I (5 credit hours)
NURS	106	Clinical Applications II (8 credit hours)
NURS	206	Clinical Applications III (8 credit hours)
NURS	207	Concepts of Professional Practice (1 credit hour)
NURS	208	Clinical Applications IV (8 credit hours)
NURS	215	Pharmacological Basis of Nursing Practice (3 credit hours)
NURS	307	Perspectives on Aging and the Older Adult (3 credit hours)

*This course is required for students with less than 24 college credits upon admission to Cox College.

Total: 70 Credit Hours

ASN Suggested Full-Time* Course of Study

First Year – Summer			Credit Hours
PSYC	101	Introduction to Psychology	3
BIOL	208	Microbiology	<u>4</u>
Semester Total			7

First Year—Semester 1			Credit Hours
BIOL	205	Human Anatomy	4
CHEM	103	Fundamentals of Chemistry	4
INFM	160	Computer Resources	1
NURS	100	Introduction to Nursing Skills	2
NURS	105	Clinical Applications I	5
CCPL	100**	Promoting Learning and Ultimate Success	<u>1</u>
Semester Total			17

First Year—Semester 2			Credit Hours
BIOL	206	Human Physiology	4
NURS	106	Clinical Applications II	8
NURS	215	Pharmacological Basis of Nursing Practice	<u>3</u>
Semester Total			15

Second Year—Semester 3			Credit Hours
BIOL	302	Principles of Human Nutrition	3
ENG	150	English Composition	3
NURS	206	Clinical Applications III	8
NURS	307	Perspective on Aging and the Older Adult	<u>3</u>
Semester Total			17

Second Year—Semester 4			Credit Hours
NURS	207	Concepts of Professional Nursing Practice	1
NURS	208	Clinical Applications IV	8
PHIL	201	Introduction to Philosophy	3
SOCI	101	Introduction to Sociology	<u>3</u>
Semester Total			15

Total Credit Hours **70**

* ASN Part-time Course of Study will be determined with advisor

**This course is required for students with less than 24 college credits upon admission to Cox College.

ASN Prerequisite/Corequisite Requirements

Course Number	Prerequisite	Prerequisite/Corequisite
	Prerequisite -A course must be completed successfully before enrollment in listed course is allowed. Prerequisite/Corequisite -A course that must be completed successfully OR enrolled in concurrently with the listed course . If a pre/corequisite course is dropped, the listed course requiring the pre/corequisite will be dropped as well.	
BIOL 302 Fundamentals of Human Nutrition		CHEM 103
NURS 100 Intro to Nursing Skills	MATH 150 or equivalent	
NURS 105 Clinical Applications I	American Heart Association Healthcare Provider or equivalent certification	BIOL 205, NURS 100
NURS 106 Clinical Applications II	BIOL 205, CHEM 103, NURS 100, 105, PSYC 101, INFM 160, American Heart Association Healthcare Provider or equivalent certification, Dosage Calculation Competency	BIOL 206, BIOL 208, NURS 215
NURS 206 Clinical Applications III	BIOL 205, 206, 208, CHEM 103, NURS 100, 105, 106, 215 and PSYC 101	BIOL 302, NURS 307, ENGL 150
NURS 207 Concepts of Professional Nursing Practice	BIOL 205, 206, 208, 302, CHEM 103, NURS 100, 105, 106, 206, 215, 307 and PSYC 101	
NURS 208 Clinical Applications IV	BIOL 205, 206, 208, 302, CHEM 103, ENGL 150, NURS 100, 105, 106, 206, 215, 307, PSYC 101, American Heart Association Healthcare Provider or equivalent certification and Dosage Calculation Competency	NURS 207
NURS 215 Pharmacological Basis of Nursing Practice	CHEM 103, NURS 100	BIOL 206, 208, NURS 105
NURS 307 Perspectives on Aging and the Older Adult	BIOL 205, 206, 208, CHEM 103, NURS 100, 105 and PSYC 101	NURS 106, 215
PHIL 201 and SOCI 101 required for graduation.		

BACHELOR OF SCIENCE IN NURSING (BSN)

The BSN degree has six pre-licensure enrollment options to accommodate individuals from varying educational experiences. They are as follows:

- The entry-level track (BSN-E) provides a baccalaureate degree leading to eligibility for RN licensure.
- The entry-level track located at the satellite campus in Cabool.
- LPN to BSN Advanced Placement provides a baccalaureate degree in nursing leading to eligibility for RN licensure for individuals with a LPN degree.
- The accelerated track (BSN-A) provides a baccalaureate degree in nursing leading to eligibility for RN licensure for individuals with a degree in another field.
- LPN to BSN Testing Out of Select Courses in the BSN-Accelerated track provides a baccalaureate degree in nursing leading to eligibility for RN licensure for individuals with a degree in another field that also have completed an accredited LPN program.
- The Early Decision Option (EDO) is a formal understanding between the senior high school student and Cox College in which the student may be granted admission to Cox College and the BSN-E track in the BSN program.

Program Outcome

The graduate nurse is competent and is capable of coordinating care for a diverse population.

Competencies

Upon completion of the BSN program of study, the graduate will be able to accomplish the following items:

- Utilize information management skills as a means of competent **decision making** and critical thinking to enhance nursing practice, client education, and personal lifelong learning.
- **Communicate** effectively using verbal, written, and interpersonal skills among colleagues, individuals, families, groups and communities.
- Implement evidenced-based **therapeutic interventions** for individuals, families, groups and communities in structured and unstructured health care settings.
- Integrate principles of **life-span development** in the nursing care of diverse groups.
- Utilize methods of **discovery** to inform practice and improve nursing care.
- Integrate nursing **roles** to assure competent practice in a changing and diverse health care environment.

BACHELOR OF SCIENCE IN NURSING

ENTRY-LEVEL TRACK (BSNE)

The entry-level track is a traditional baccalaureate program in nursing. The degree requires 128 credit hours of study. Graduates will be prepared to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN®). After passing this examination, they will be eligible to start a career as a professional registered nurse.

Admission into Nursing Courses of the Entry-Level Track

To be eligible for admission into the entry-level track of the BSN program, a candidate must:

1. Complete the admissions procedure to Cox College. Admission file must be complete by the deadline date noted on the application.
2. Complete the nursing program application by the listed deadlines.
3. Complete the Hesi A2 entrance exam.
4. Completion of Intermediate Algebra or higher or prove math proficiency.
5. A minimum of 37 credit hours completed from the required general education courses with a minimum cumulative GPA 2.75 on a 4.0 scale. A total of 41 credit hours are required to start the program. See BSN plan of study for courses to complete.
 - o One of the completed courses must be a core science (Anatomy, Physiology, Nutrition or Microbiology) and the minimum core science GPA must be a 2.5 on a 4.0 scale.
 - o Core science courses must be taken within five (5) years of starting the nursing program.
 - o Maintain a cumulative GPA of 2.75 or better in the remaining general education courses.
6. Applicants applying after the deadline may be considered for admission based on space availability.
7. Applicants may be interviewed as requested by the Undergraduate Nursing Chair and faculty.

Once a candidate has been notified of an offer for admission into nursing courses of the BSN Entry-Level track, a nonrefundable acceptance fee (includes background check and drug screen) must be submitted. When received, the student may register for classes according to the Academic Calendar. Students will be required to attend the nursing program orientation before the first nursing class. A positive drug screen or compromised background check may result in rescinding the student's acceptance into the program. An offer may be rescinded if in progress classes are not completed with a "C" or better and/or the GPA falls below a 2.75 on required courses completed for the nursing program.

Undergraduate Nursing Department Admission Formula

HESI A2 Exam

HESI Score: Maximum of 40 points

HESI A2 Score/Points			
Test	≤ 79 %	80% -90%	> 90%
*Math	0	5 points	10 points

*Reading Comprehension	0	5 points	10 points
HESI A2 Science/Points			
Science Test	≤ 75 %	76% -90%	> 90%
*Science- Anatomy, Physiology	0	5 points	10 points
*Science- Chemistry	0	5 points	10 points
Non Scored section			
*Critical Thinking	NA	NA	NA

* HESI A2 tests required

Cumulative GPA (figured on required courses completed)

Cumulative GPA x 10 = GPA points (maximum of 40 points)

Cumulative Science GPA (figured on required courses completed)

Cumulative GPA x 10 = GPA points (maximum of 40 points)

Maximum points = 120 points

The Undergraduate Nursing faculty will rank applicants based on the above formula.

Application Deadlines

- Applicants seeking fall entry into the nursing programs must apply by March 1.
- Applicants seeking spring entry into the nursing programs must apply by September 1.

Nursing Program Selection Criteria A2 Exam information

HESI A2 Tests include:

ENGLISH LANGUAGE (Exam includes 55 test items - 50 scored and 5 pilot)

Reading Comprehension

- Provides reading scenarios in order to measure reading comprehension, identifying the main idea, finding meaning of words in context, passage comprehension, making logical inferences, etc. Recommended time: 60 minutes

MATH (Exam includes 55 test items - 50 scored and 5 pilot)

Basic Math Skills

- Focuses on math skills needed for health care fields, including basic addition, subtraction, multiplication, fractions, decimals, ratio and proportion, household measures, general math facts, etc. Recommended time: 50 minutes

SCIENCE (Exam includes 30 test items - 25 scored and 5 pilot)

Anatomy, Physiology, chemistry

- Provides coverage of general terminology and anatomical structures and systems. Recommended time: 25 minutes

Based on Selection Criteria, the following four exams will be used for BSN-E ranking purposes:

1. Math
2. Reading Comprehension
3. Anatomy and Physiology
4. Chemistry

HESI A2 testing Guidelines

- An exam can be repeated one time at additional expense to the student. Elsevier provides two versions of the HESI A2 examination if the student elects to re-take the exam to attempt an improvement in their performance.
- The higher of the 2 scores of each repeated exam will be the score used in the selection criteria.
- There is no wait time between the original exam and the retested one.

Guaranteed Acceptance Program (GAP)

- Meet the application deadline for the BSN-E cohort you wish to apply.
- Applicants may only apply for one program each semester.
- **Must have completed** the four (4) core science courses (Anatomy, Physiology, Microbiology, and Nutrition) and twenty two (22) hours of additional general education courses (from the list below) through Cox College.
- Complete the four (4) core sciences and twenty two (22) hours of general education courses within a maximum of four (4) consecutive semesters, not counting summer.
- Have a minimum course GPA of 3.0 (B) or better in each of the core science courses and the twenty two (22) hours of general education courses.
- None of the GAP courses may be repeated to attain either the 3.0 (B) course and/or cumulative GPA. This refers only to courses taken at Cox College. If an applicant has taken the course at a college or university, other than Cox, it will not count as a repeated course.
- Selection for the GAP program will go to the first fifteen (15) qualified and completed GAP applications. Any additional GAP applications will be placed in the regular acceptance pool.
- Must meet all other required program qualifications.

General Education Courses for the BSN-E Program

BIOL	205	Human Anatomy – core science course
BIOL	206	Human Physiology – core science course
BIOL	208	Microbiology – core science course
BIOL	302	Principles of Human Nutrition – core science course
BIOL	382	Pathophysiology
CHEM	103	Fundamentals of Chemistry
ENGL	150	English Composition
ENGL	207	Expository Writing
GOVT	101	Government & Politics in the United States
HUMN	150	Humanities Elective
MATH	100	Intermediate Algebra
MATH	227	Introduction to Statistics

NRSI	205	Critical Thinking
PHIL	201	Introduction to Philosophy
PSYC	101	Introduction to Psychology
PSYC	230	Life-span Development
SOCI	101	Introduction to Sociology
SOCI	304	Global Awareness & Cultural Diversity

BSN Entry-Level Track Requirements

General Education: 56 Credit Hours

Natural and Applied Sciences (28 Credit Hours)

BIOL	205	Human Anatomy
BIOL	206	Human Physiology
BIOL	208	Microbiology
BIOL	302	Principles of Human Nutrition
BIOL	382	Pathophysiology
CHEM	103	Fundamentals of Chemistry
MATH	100	Intermediate Algebra
MATH	227	Introduction to Statistics

Humanities (13 Credit Hours)

ENGL	150	English Composition
ENGL	207	Expository Writing
HUMN	150	Humanities Elective
PHIL	201	Introduction to Philosophy
CCPL	100	Promoting Learning and Ultimate Success

Social Sciences (15 Credit Hours)

GOVT	101	Government and Politics in the United States
PSYC	101	Introduction to Psychology
PSYC	230	Life-span Development
SOCI	101	Introduction to Sociology
SOCI	304	Global Awareness and Cultural Diversity

Nursing (72 Credit Hours)

NRSI	200	Introduction to Professional Nursing
NRSI	202	Foundations of Professional Nursing
NRSI	215	Pharmacological Basis of Nursing Practice
NRSI	206	Health Assessment
NRSI	212	Mental Health/Illness Nursing concepts
NRSI	304	Care of Childbearing Families
NRSI	305	Care of Childrearing Families
NRSI	300	Nursing Informatics
NRSI	302	Adult Medical Surgical Nursing I
NRSI	306	Aging and the Older Adult
NRSI	310	Adult Medical Surgical Nursing II
NRSI	400	Theories and Research in Nursing
NRSI	402	Management and Leadership in Nursing

NRSI	404	Community and Public Health Nursing
NRSI	406	Trend, Issues, and Ethics in Nursing
NRSI	410	Nursing Capstone
NRSI	XXX	Nursing Elective

Total Credit Hours: 128

BSN Entry-Level Track Requirements

Suggested Fulltime* Course of Study for BSN Nursing Students

Fourth Year – Semester 7

		General Ed Hours	Nursing Hours
NRSI 400	Theories and Research in Nursing Practice		3
NRSI 402	Management & Leadership in Nursing		4
NRSI 404	Community and Public Health Nursing		6
PHIL 201	Introduction to Philosophy	3	
Semester Total:		3	13

Fourth Year – Semester 8

NRSI 406	Trends, Issues, and Ethics in Nursing		3
NRSI 410	Nursing Capstone		7
NRSI XXX	Nursing Elective		1
HUMN 150	Humanities Elective	3	
Semester Total:		3	11

Total Credit Hours 128 program (56 general education and 72 nursing)

* BSN Part-time Course of Study will be determined with advisor

BSN Entry-Level Track Requirements

Suggested Fulltime* Course of Study

First Year			
First semester (17 Credits)		Second Semester (14 Credits)	
BIOL 205	Anatomy* 4 Credits	BIOL 206	Physiology* 4 Credits
ENGL 150	English Composition* 3 Credits	CHEM 103	Chemistry* 4 Credits
MATH 150	Intermediate Algebra* 3 Credits	ENGL 207	Expository Writing* 3 Credits
PSYC 101	Psychology* 3 Credits	PSYC 230	Lifespan* 3 Credits
SOCI 101	Sociology* 3 Credits		
CCPL 100	Promoting Learning 1 Credit		
Summer Session (6 Credits)			
	BIOL 302 Nutrition* 3 Credits		
	PHIL 201 Philosophy* 3 Credits		
Second Year			
Third Semester (16 Credits)		Fourth Semester (16 Credits)	
BIOL 208	Microbiology* 4 Credits	NRSI 202	Foundations of Nursing 7 Credits
GOVT 101	Government 3 Credits	NRSI 206	Health Assessment 3 Credits
MATH 227	Statistics** 3 Credits	NRSI 215	Pharmacology 3 Credits
NRSI 200	Intro to Prof. Nursing* 3 Credits	BIOL 382	Pathophysiology 3 Credits
HUMN 150	Humanities Elective 3 Credits		
Third Year			
Fifth Semester (14 Credits)		Six Semester (16 Credits)	
NRSI 302	Adult Medical-Surgical Nsg I 8 Credits	NRSI 304	Childbearing 4 Credits
NRSI 212	Mental Health 4 Credits	NRSI 305	Childrearing 4 Credits
NRSI 306	Aging 2 Credits	NRSI 400	Nursing Theory 3 Credits
		NRSI 300	Informatics 2 Credits
		SOCI 304	Global Diversity 3 Credits
Fourth Year			
Seventh Semester (15 Credits)		Eighth Semester (14 Credits)	
NRSI 310	Adult Medical Surgical Nsg. II 8 Credits	NRSI 410	Capstone 7 Credits
NRSI 404	Community 6 Credits	NRSI 402	Management 4 Credits
NRSI XXX	Nursing Elective 1 Credit	NRSI 406	Trends 3 Credits

*General Education Classes taken before entry to nursing program ** Taken before Nursing Theory

BSN Entry-Level Prerequisites and Corequisites

Course Number (Listed Course)	Prerequisites	Pre/Corequisite
	<p><u>Prerequisite</u>—A course that must be completed successfully before enrollment in listed course is allowed.</p> <p><u>Corequisite</u>—A course that must be completed successfully OR enrolled in concurrently with the listed course. If a pre/corequisite course is dropped, the listed course requiring the pre/corequisite will be dropped as well. For example, if a student is enrolled in NRSI 202 and NRSI 215 and the drop NRSI 215, they must also drop NRSI 202.</p>	
	The following courses must be completed successfully prior to program entry: BIOL 205, BIOL 206, BIOL 208, BIOL 302, CCPL 100, CHEM 103, ENGL 150, ENGL 207, MATH 150, NRSI 200, PSYC 101, PSYC 230, SOCI 101.	
BIOL 382 Pathophysiology	BIOL 205, BIOL 206	
SOCI 304		
NRSI 202 Foundations of Nursing	NRSI 200, BSN Nursing Program Admission	NRSI 215, NRSI 206
NRSI 215 Pharmacology	NRSI 200, Nursing Program Admission	
NRSI 206 Health Assessment	NRSI 200, BSN Nursing Program Admission	
NRSI 212 Mental Health	BIOL 382, NRSI 200, NRSI 215, NRSI 206	NRSI 202
NRSI 300 Informatics	Nursing Program Admission	
NRSI 302 Adult Med. Surg. Nsg I	BIOL 382, NRSI 200, NRSI 202, NRSI 215, NRSI 206	
NRSI 304 Childbearing	BIOL 382, NRSI 200, NRSI 202, NRSI 215, NRSI 206, NRSI 302	
NRSI 305 Childrearing	BIOL 382, NRSI 200, NRSI 202, NRSI 215, NRSI 206, NRSI 302	
NRSI 306 Aging	BIOL 382, NRSI 200, NRSI 202, NRSI 215, NRSI 206	
NRSI 310 Adult Med. Surg. Nsg II	BIOL 382, NRSI 200, NRSI 202, NRSI 215, NRSI 206, NRSI 212, NRSI 302	NRSI 304, NRSI 305, NRSI 306
NRSI 400 Nursing Theory	MATH 227, Nursing Program Admission	
NRSI 402 Management	NRSI 200, NRSI 202, NRSI 215, NRSI 206, NRSI 212, NRSI 302	NRSI 310
NRSI 404 Community	BIOL 382, NRSI 200, NRSI 202, NRSI 215, NRSI 206, NRSI 212, NRSI 300, NRSI 302	NRSI 400
NRSI 406 Trends	NRSI 200, NRSI 202, NRSI 215, NRSI 206, NRSI 300, NRSI 302, NRSI 400	NRSI 310
NRSI XXX Nursing Elective	Pre and corequisites vary depending on the nursing elective selected. Refer to course schedule each semester for pre and corequisites for specific nursing	
NRSI 410 Capstone	<p>Must be taken the final semester:</p> <p>BIOL 382, GOVT 101, HUMN 150, SOCI 304, NRSI 200, NRSI 202, NRSI 215, NRSI 206, NRSI 212, NRSI 300, NRSI 302, NRSI 304, NRSI 305, NRSI 306, NRSI 310, NRSI 400, NRSI 404</p>	NRSI 402, NRSI 406

NOTE: If a student deviates from the recommended plan of study, it could impact their preparedness for dosage calculation competency testing and require independent study. By registering for courses in a sequence different than recommended on the plan of study, the student assumes responsibility for adequate preparation for dosage calculation testing.

BACHELOR OF SCIENCE IN NURSING

ENTRY LEVEL TRACK CABOOL (BSNE)

The entry-level track is a traditional baccalaureate program in nursing. The degree requires 129 credit hours of study. Graduates will be prepared to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN®). After passing this examination, they will be eligible to start a career as a professional registered nurse.

Admission into Nursing Courses of the Entry-Level Track in Cabool

To be eligible for admission into the entry-level track of the BSN program, a candidate must:

1. Submit all official transcripts to Cohort Manager, Cabool Dual Degree Cohort.
2. Maintain Cumulative GPA of 2.0.
3. Provide immunization documents (Hepatitis B immunization or immunity, current t-dap (Written documentation of one dose of adult pertussis vaccination), current MMR or proof of immunity through titer, current tetanus/diphtheria immunization status (booster required every ten (10) years), and current varicella status (reliable history, serological evidence or immunization series complete).
4. Show a negative TB skin test or proof of treatment.
5. Complete FAFSA application and Financial Aid Counseling (recommended not required). Drury ID #002461.
6. Submit personal résumé.
7. Submit two reference letters. One may be from a former instructor/counselor; the other from a co-worker or supervisor, if employed. If not employed, two faculty members will be acceptable.
8. Submit an essay related to the program for which you are applying. Your response must show you have researched the topic and supports your decision for becoming a nurse.
9. Once accepted, a drug screen and background check will be required.

For students to be admitted to the Drury University/Cox College Dual Degree Program students are required to enter the general education component of the Dual Degree Program with a minimum of a 2.0 cumulative GPA. (The following prerequisites would be used to determine the 2.0 GPA for entry into the dual degree program. English Composition, Intro to Computers/Software, Information Research Skills, Intermediate Algebra, and Principle of Biology.)To remain in the Dual Degree program students must maintain a 2.0 cumulative GPA on all general education courses and at least a 2.5 GPA in all science classes prior to taking nursing courses. Once entering the nursing courses within the dual degree program students must maintain a cumulative GPA of 2.0 in all program courses (nursing and general education courses) and achieve a grade of “C” or greater in all nursing courses. Thus the student must maintain \geq a 2.0 GPA in all nursing courses in order to progress in the program.

Course Sequence for BSN-Entry Cabool Cohort

YEAR 1

Course ID	Course Name	Credit Hours
Fall		
BIOL 207	Anatomy and Physiology I w/lab	4
PSYC 101	Introduction to Psychology	3
ENGL 207	Expository Writing	3
SOCI 101	Introduction to Sociology	3
Spring		
BIOL 217	Anatomy and Physiology II w/lab	4
LDST 101	Foundations of Organization Leadership	3
CHEM 103	Foundations of Chemistry	3
CHEM 103L	Foundations of Chem. Lab	1
Summer		
COMM 220	Business Communication & Writing	3
BIOL 302	Human Nutrition	3

YEAR 2

Course ID	Course Name	Credit Hours
Fall		
LDST 250	Financial Basics for Leaders	3
PLSC 101	Government & Politics in the U.S.	3
PSYC 230	Lifespan Development	3
MATH 227	Introduction to Statistics	3
BIOL 208	Microbiology w/lab	4
Spring		
PHIL 201	Introduction to Philosophy	3
LDST 300	Theories and Models Leadership	3
BIOL 382	Pathophysiology	4
BIOL 381	Pharmacology	3
Summer		
NRSC 206	Health Assessment	3
NRSC 208	Foundations of Professional Nursing	7

YEAR 3

Course ID	Course Name	Credit Hours
Fall		
SOCI 327	Social Gerontology	3
NRSC 302	Adult Medical Surgical Nursing I	8
NRSC 212	Mental Health/Illness Nursing Concepts	4
Spring		
COMM 332	Intercultural Communication	3
NRSC 211	Care of Childbearing Families	4
NRSC 213	Care of Childrearing Families	4
NRSC 400	Theories/Research in Nursing	3
Summer		
LDST 331	Negotiation/Conflict Resolution	3
GLST 493	Ethical Issues Global Society	3

YEAR 4

Course ID	Course Name	Credit Hours
Fall		
NRSC 310	Adult Med/Surgical Nursing II	8
NRSC 404	Community Public Health Nursing	6
Spring		
NRSC 402	Management /Leadership	4
NRSC 410	Nursing Capstone	7

Total Dual Program Credit Hours = 129

BACHELOR OF SCIENCE IN NURSING

ACCELERATED TRACK (BSNA)

The accelerated track of the BSN program is designed to facilitate career change and degree completion effectively and efficiently. Condensing the four-year nursing course work into 16 months of intensive study (one summer session and one academic year), the degree requires completion of 128 semester credit hours. This includes 26 credit hours granted for the prior degree, 34 credit hours of general education courses, and 68 credit hours of nursing courses.

The accelerated track requires fulltime enrollment, and **due to the academic rigor of the track, employment is highly discouraged**. Students' progress through the track as a cohort group beginning in the spring semester. The BSN degree is completed in a 16-month period.

Graduates of this track are prepared to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN®). After passing this examination, graduates are eligible to begin a career as a registered professional nurse.

Admission into Nursing Courses of the BSN Accelerated Track

To be eligible for admission into nursing courses of the BSN Accelerated track, a candidate must:

1. Complete the admissions procedure to Cox College. Admission file must be complete by the deadline date noted on the application.
2. Complete the Nursing program application by the listed deadlines.
3. Complete the Hesi A2 exam.
4. Hold a baccalaureate degree from a regionally accredited college or university or be eligible based upon acceptance through an articulation agreement with participating college or university. Baccalaureate degree must be issued by program application deadline to be considered.
5. Complete all required prerequisite general education courses with a "C" or better and a cumulative GPA of 2.75 on a 4.0 scale. **Courses may be in progress but MUST be completed prior to beginning the first nursing class.**
6. One of the completed courses must be a core science (Anatomy, Physiology, Nutrition or Microbiology) and the minimum core science GPA must be a 2.5 on a 4.0 scale.
7. Once application has been received, eligible candidates will be notified to schedule and complete an interview.

Once a candidate has been notified of an offer for admission into nursing courses of the BSN Entry-Level track, a nonrefundable acceptance fee (includes background check and drug screen) must be submitted. When received, the student may register for classes according to the Academic Calendar. Students will be required to attend the nursing program orientation before the first nursing class. A positive drug screen or compromised background check may result in rescinding the student's acceptance into the program. An offer may be rescinded if in progress classes are not completed with a "C" or better and/or the GPA falls below a 2.75 on required courses completed for the nursing program.

Undergraduate Nursing Department Admission Formula

HESI A2 Exam

HESI score: Maximum of 40 points

HESI A2 Score/Points			
Test	≤ 79 %	80% -90%	> 90%
*Math	0	5 points	10 points
*Reading Comprehension	0	5 points	10 points
HESI A2 Science/Points			
Science Test	≤ 75 %	76% -90%	> 90%
*Science- Anatomy, Physiology	0	5 points	10 points
*Science- Chemistry	0	5 points	10 points
Non Scored section			
*Critical Thinking	NA	NA	NA

* HESI A2 tests required

Cumulative GPA (figured on required courses completed)

Cumulative GPA x 10 = GPA points (maximum of 40 points)

Cumulative Science GPA (figured on required courses completed)

Cumulative GPA x 10 = GPA points (maximum of 40 points)

Maximum points = 120 points

The UND faculty will rank applicants based on the above formula.

Application Deadline

- Applicants seeking spring entry into the nursing programs must apply by September 1.
- Applicants applying after the deadline may be considered for admission based on space availability.

Nursing Program Selection Criteria A2 Exam information

HESI A2 Tests include:

ENGLISH LANGUAGE (Exam includes 55 test items - 50 scored and 5 pilot)

Reading Comprehension

- Provides reading scenarios in order to measure reading comprehension, identifying the main idea, finding meaning of words in context, passage comprehension, making logical inferences, etc. Recommended time: 60 minutes

MATH (Exam includes 55 test items - 50 scored and 5 pilot)

Basic Math Skills

- Focuses on math skills needed for health care fields, including basic addition, subtraction, multiplication, fractions, decimals, ratio and proportion, household measures, general math facts, etc. Recommended time: 50 minutes

SCIENCE (Exam includes 30 test items - 25 scored and 5 pilot)

Anatomy, Physiology, chemistry

- Provides coverage of general terminology and anatomical structures and systems.
Recommended time: 25 minutes

Based on Selection Criteria, the following four exams will be used for BSN-E ranking purposes:

1. Math
2. Reading Comprehension
3. Anatomy and Physiology
4. Chemistry

HESI A2 Testing Guidelines

- An exam can be repeated one time at no additional expense to the student. Elsevier provides two versions of the HESI A2 examination if the student elects to re-take the exam to attempt an improvement in their performance.
- The higher of the 2 scores of each repeated exam will be the score used in the selection criteria.
- There is no wait time between the original exam and the retested one.

BSN Accelerated Track Prerequisites and Corequisites

COURSE	PREREQUISITE (Nursing course will be dropped if enrollment in prerequisite is dropped.)	PREREQUISITE/ COREQUISITE
Prior to Program Admission	BIOL 205, 203,206, 302, 382,CHEM 103, MATH 227, PSYC 101, 230, SOCI 101	
NRSA 203	AHA Healthcare Provider or equivalent certification NRSA 215, NRSA 206	NRSA 206, either NRSA 300 or 400
NRSA 215		NRSA 206, either NRSA 300 or 400
NRSA 206		NRSA 215, either NRSA 300 or 400
NRSA 212	NRSA 203,215, 206,300, 302, 306, 400 AHA Healthcare Provider or equivalent certification, and Dosage Calculation Competency	
NRSA 304	NRSA 203, 215, 206, 212, 300, 302, 306, 400 AHA Healthcare Provider or equivalent certification and Dosage Calculation Competency	NRSA 404
NRSA 305	NRSA 203, 215, 206, 212, 300, 302,304, 306, 400 AHA Healthcare Provider or equivalent certification and Dosage Calculation Competency	NRSA 402
NRSA 300		NRSA 215, either NRSA 206 or 203
NRSA 302	NRSA 203, 215, 206, 300, 400 AHA Healthcare Provider or equivalent certification and Dosage Calculation Competency	NRSA 306
NRSA 306	NRSA 203, 215, 206, 300, 400	NRSA 302
NRSA 310	NRSA 203, 215, 206, 212, 300, 302, 304, 305, 306, 400, 402, 404 AHA Healthcare Provider or equivalent certification and Dosage Calculation Competency	
NRSA 400		NRSA 215, either NRSA 206 or 203
NRSA 402	NRSA 203, 215, 206,212, 300, 302, 304, 306, 400, 404 AHA Healthcare Provider or equivalent certification	NRSA 305
NRSA 404	NRSA 203, 215, 206, 212, 300, 302, 306, 400 AHA Healthcare Provider or equivalent certification	NRSA 304
NRSA 406	NRSA 203, 215, 206, 212, 300, 302, 304, 305, 306, 400, 402, 404	NRSA 310
NRSA 410	NRSA 203, 215, 206, 212, 300, 302, 304, 305, 306, 400, 402,404 AHA Healthcare Provider or equivalent certification	NRSA 406

BSN Accelerated Track Requirements—Suggested Fulltime Course of Study

<u>Prior to Program Entry*</u>		<u>Credit Hours</u>
CHEM 103	Fundamentals of Chemistry	4
PSYC 101	Introduction to Psychology (or equivalent)	3
BIOL 205	Human Anatomy	4
BIOL 206	Human Physiology	4
BIOL 302	Nutrition	3
SOCI 101	Introduction to Sociology (or equivalent)	3
BIOL 208	Microbiology	4
MATH 227	Introduction to Statistics	3
PSYC 230	Life-span Development	3
BIOL 382	Pathophysiology	<u>3</u>
Total		34

*NOTE: Government course may be required

<u>First Year—Spring Semester</u>		<u>Credit Hours</u>
NRSA 203	Foundations of Professional Nursing	7
NRSA 215	Pharmacological Basis of Nursing Practice	3
NRSA 206	Health Assessment	3
NRSA 300	Nursing Informatics	2
NRSA 400	Theories and Research in Nursing	<u>3</u>
Semester Total		18

<u>First Year—Summer Session</u>		<u>Credit Hours</u>
NRSA 212	Mental Health/Illness Nursing Concepts	4
NRSA 302	Adult Medical Surgical Nursing I	8
NRSA 306	Aging and the Older Adult	<u>2</u>
Semester Total		14

<u>Second Year—Fall Semester</u>		<u>Credit Hours</u>
NRSA 304	Care of Childbearing Families	4
NRSA 305	Care of Childrearing Families	4
NRSA 402	Management and Leadership in Nursing	4
NRSA 404	Community and Public Health Nursing	<u>6</u>
Semester Total		18

<u>Second Year—Spring Semester</u>		<u>Credit Hours</u>
NRSA 310	Adult Medical Surgical Nursing II	8
NRSA 406	Trends, Issues and Ethics in Nursing	3
NRSA 410	Nursing Capstone Course	<u>7</u>
Semester Total		18

Total Credit Awarded for Prior Degree	26
Total Required General Education Courses	34
Total Required Nursing Courses	<u>68</u>
Total Credit Hours	128

RN TO BACHELOR OF SCIENCE IN NURSING TRACK

The RN to BSN track provides a baccalaureate degree in nursing for registered nurses with a regionally accredited diploma or an associate degree in nursing, and affords the election of continuing with higher education including completion of a Master of Science in Nursing (MSN) degree.

The ASN student may elect to build an educational plan of study achieving and being awarded the ASN, BSN, and progressing to the MSN. The ASN or diploma RNs who have been practicing nursing are also afforded the opportunity to make an educational plan of study to achieve the BSN degree.

This track requires completion or validation of 128 credit hours for a BSN degree. Of these, 70 credit hours are awarded for the prior diploma or associate degree in nursing and 58 credit hours are required for completion or validation within the RN to BSN track. The 58 credit hours are a combination of 24 credit hours of designated general education courses and 34 credit hours of professional component courses. RN students who have a baccalaureate degree in a non-nursing field will be awarded an additional 18 credit hours of general education course work for their previous degree. Remaining general education courses required for completion of the program include Pathophysiology and Introduction to Statistics. Students also have the option of submitting an experiential learning portfolio to demonstrate completion of course objectives in certain program specific courses. Courses that have the experiential learning option are NRNC 402 and NRNC 404. Students accepted into the RN to BSN track have the opportunity to elect to take core courses in the graduate program as dual credit for the required professional component elective courses. These dual credit courses result in fulfilling elective requirements in the undergraduate program and some core requirements in the graduate program. Students may earn up to 12 credit hours of dual credit. Students who select this option will be designated as RN to MSN students, indicating their intention to apply to the graduate program. This designation does not guarantee a place in the graduate program.

Application for admission to the MSN program will occur the semester prior to graduation from the BSN program, or as dictated by deadlines for the application to a designated track in the MSN program.

Admissions Requirements

To be eligible to apply for entry into the RN to BSN track, a candidate must:

1. Graduate from a State Board of Nursing approved associate degree or diploma program.
2. Complete the admissions procedure to Cox College (applicants who have graduated from Cox College's ASN program within a semester will not have to re-apply to the college, but will need to complete the program application).
3. Complete RN to BSN application.
4. Hold RN licensure (un-encumbered).
5. Submit copy of current AHA BLS for the Healthcare Provider Certification.
6. Once a candidate has been notified of an offer for admission into nursing courses of the RN to BSN track, a non-refundable acceptance fee (includes background check and drug screen) must be submitted. When received, the student may register for classes according to the Academic Calendar.

A positive drug screen or compromised background check may result in rescinding the student's acceptance into the program.

7. Earn a grade of "C" or better in all courses applicable for transfer.
 - If seeking to transfer a professional component course (nursing), apply through the Director of Admissions' Office.
 - Student must obtain course transfer application from the RN to BSN academic advisor.
 - Student must submit syllabus of the transfer course with application to transfer to the RN to BSN academic advisor.
8. Have a cumulative GPA of 2.5 or above in entry-level education program (if the cumulative GPA in the entry level-program is below 2.5, the student may be granted provisional acceptance until the following is accomplished):
 - Completion of nine college credit hours- applicable to the BSN degree- from Cox College with a GPA of 2.5 or better.

Recommended Application Submission Dates for Priority Service

To enroll in nursing specific courses, students must be admitted to Cox College. Admission into the RN to BSN track is on a rolling basis.

If progression in the program beyond a semester is interrupted for any reason, the student **MUST** apply for readmission to both the college and the desired program. Readmission to courses is on a *space available basis*. The last possible application date is the Wednesday prior to classes starting.

Degree requirements must be met within five (5) years of enrollment in the RN to BSN track.

RN to BSN Track Requirements

RN licensure must be achieved before admission into the RN to BSN track. The BSN degree requires the completion of 128 credit hours. RN applicants are awarded transfer credit for ASN degree/diploma and general education credit per college policy specific to the degree.

ASN/Diploma: 70 Credit Hours

2nd Baccalaureate Degree: 18 Credit Hours*

General Education: 24 Credit Hours

Unless otherwise noted, the following general education courses may be taken as corequisites with nursing classes. However, it is in the student's best interest to complete as many of the following general education classes as possible **BEFORE** beginning nursing courses.

Natural and Applied Science (9 Credit Hours)

BIOL 382	Pathophysiology
MATH 100	Intermediate Algebra* (Prerequisite for MATH 227)
MATH 227	Introduction to Statistics (Prerequisite for NRNC 400)

Humanities (6 Credit Hours)

ENGL 207	Expository Writing*
HUMN 150	Humanities Elective*

Social Sciences (9 Credit Hours)

GOVT	101	Government and Politics in the United States*
PSYC	230	Life-span Development*
SOCI	304	Global Awareness and Cultural Diversity*

Nursing: 34 Credit Hours

All professional component courses must be taken after official admission to the RN to BSN track. (Note professional component courses taken previously will be considered for transfer to meet requirements upon the student's initiation of the transfer application process.)

MSN Courses may be taken as electives for the BSN program, provided prerequisites have been successfully completed and the student has completed a minimum of one semester of nursing courses: MSN 502; MSN 504; MSN 506; and MSN 510.

NRNC 300	Nursing Informatics
NRNC 312	Health Assessment
NRNC 400	Theories and Research in Nursing
NRNC 402	Management and Leadership in Nursing
NRNC 404	Community and Public Health Nursing
NRNC 406	Trends, Issues and Ethics in Nursing
NRNC 412	Professional Role Transition (must be taken during last semester)
NRNC XXX	Nursing Electives (12 credit hours)

RN to BSN Course Requirements

General Education Requirements: 24 Credits*

Course Number	Course Name	Credit Hours
MATH 150	Intermediate Algebra	3
MATH 227	Introduction to Statistics	3
BIOL 382	Pathophysiology	3
ENGL 207	Expository Writing	3
HUMN 150	Humanities Elective	3
GOVT 101	Government and Politics in the United States	3
PSYC 230	Life-span Development	3
SOCI 304	Global Awareness and Cultural Diversity	3

Nursing Requirements: 34 Credits

Course Number	Course Name	Credit Hours
NRNC 300	Nursing Informatics	3
NRNC 312	Health Assessment	3
NRNC 400	Theories and Research in Nursing	3
NRNC 402	Management & Leadership in Nursing	**4
NRNC 404	Community & Public Health Nursing	3
NRNC 406	Trends, Issues and Ethics in Nursing	3
NRNC 412	Professional Role Transition	3
NRNC XXX	Nursing Electives	12
	(may be NRNC electives or MSN core courses with approval)	

Total credit awarded from previous nursing education	70
Total required general education credit	24
Total required nursing credit	<u>34</u>

RN to BSN Track Total Credit Hours **128**

**Students who have a previous baccalaureate will be awarded 18 credit hours of general education credit. They are accountable to demonstrate math competency as part of the admissions process (e.g. passing the TEAS math component, if Intermediate Algebra has not be taken). The only general education course requirements are BIOL 382 Pathophysiology and MATH 227 Introduction to Statistics.*

***Students admitted to the program Fall 2016 or later will be required to complete 45 hours of clinical experience with a preceptor of student's choice. This clinical experience will be included in NRNC 402-Management and Leadership.*

RN to BSN Academic Portfolio

Each RN to BSN student graduating in the Fall Semester of 2016 or later is required to keep a Portfolio of their *signature assignments* from each core nursing course. The Portfolio is a collection of assignments that demonstrates achievement of the BSN competencies. The Portfolio will be generated from *signature assignments* throughout the nursing program and submitted in NRNC 412, Professional Role Transitions per syllabus instructions.

Along with submission of the *signature assignments*, each student will be required to narratively evaluate their mastery of the BSN competencies, with support from the signature assignments. Additionally, each student should describe their professional goals following completion of the RN to BSN program.

The following *Signature Assignments* have been designated to meet the BSN Competencies:

BSN Competency	Course and <i>Signature Assignment</i>
Communicate effectively using verbal and written skills	NRNC 300 – Informatics: <i>Tele-Health Case Study</i>
Use information management skills as a means of competent decision-making and critical thinking to enhance nursing practice	NRNC 312 – Health Assessment: <i>Health history interview and critique – Part 2</i>
Implement evidence based therapeutic interventions	NRNC 400 – Theories and Research: <i>Literature Review</i>
Use methods of discovery to inform practice and improve nursing care	NRNC 400 – Theories and Research: <i>Literature Review</i>
Integrate nursing roles to assure competent practice in a changing and diverse healthcare environment	NRNC 406 – Trends, Issues and Ethics: <i>Discovery Portfolio</i>
Integrate principles of lifespan development in the nursing care of diverse groups	NRNC 404 – Community and Public Health: <i>Health Promotion Assignment</i>
Integrate nursing roles to assure competent practice in a changing and diverse healthcare environment	NRNC 402 – Management and Leadership: <i>Philosophy of Management Assignment</i>
BSN Outcome	
The graduate nurse is competent and is capable of coordinating care for a diverse population	NRNC 412 – Professional Role Transition: <i>Portfolio</i>

NRNC 412 Professional Role Transition must be taken in the last semester of the program.

RN to BSN Track

Suggested General Education Courses (fulltime*)

First Year–Semester 1			Credit Hours
MATH	150	Intermediate Algebra	3
BIOL	382	Pathophysiology	3
ENGL	207	Expository Writing	3
SOCI	304	Global Awareness and Cultural Diversity	3
Semester Total			12

First Year–Semester 2			Credit Hours
MATH	227	Introduction to Statistics	3
PSYC	230	Lifespan Development	3
HUMN	150	Humanities Elective	3
GOVT	101	Government & Politics in the United States	3
Semester Total			12

Suggested Two Year Plan of Study after General Education Courses for students enrolling after Spring 2014

Year 1 – FALL Start

Fall Semester		Spring Semester	
NRNC 300 Informatics	3	NRNC 404 Community Health	3
NRNC 312 Health Assessment	3	NRNC 406 Trends, Issues, and Ethics	3
NRNC XXX Nursing Elective	3	NRNC XXX Nursing Elective	3
Total		Total	9

Year 2

Fall Semester		Spring Semester	
NRNC XXX Nursing Elective	3	NRNC XXX Nursing Elective	3
NRNC 402 Management and Leadership	4	NRNC 412 Prof Role Transition	3
NRNC 400 Theories and Research	3		
Total	10	Total	6

Individuals may opt for part-time course work. A minimum of six credit hours qualifies one for partial financial aid consideration. **Degree requirements must be met within five (5) years of enrollment in the RN to BSN track.*

Special Admissions

Early Decision Option for High School Seniors (EDO)

The early decision option is a formal understanding between the high school student and Cox College in which the student may be granted admission to Cox College and the BSN-E track of the BSN program. Upon acceptance to the college these students will be assigned a nursing faculty advisor. Students seeking the early decision option may submit their applications during their senior year of high school. Applications and transcripts showing completion of high school courses to that date must be submitted by the deadline date noted on the application of their senior year.

Once a candidate has been notified of an offer for admission into the BSN program, a nonrefundable acceptance fee (includes background check and drug screen) must be submitted. The student may register for classes according to the Academic Calendar. Actual enrollment is contingent upon receipt of an official high school transcript by verifying that all admission and program criteria have been met. Students will be required to attend orientation. A positive drug screen or compromised background check may result in rescinding the student's acceptance into the program.

Candidates who are senior high school students desiring to be admitted by the early decision option must successfully complete and provide the following:

- Complete the admissions procedure to Cox College. Admission file must be complete by the deadline date noted on the application.
- Complete the BSN-EDO program application by the listed deadlines.
- Transcripts of high school courses completed at date of application (enrollment is contingent upon receipt of official HS transcript by application deadline)
- ACT of 25 or better
- Completion of Missouri college-bound high school graduation requirements of:
 - 4 units of Communication
 - 3 units of Math
 - 3 units of Science
 - 3 units of Social Studies
- High school diploma
 - Must have a "B" or greater on all high school coursework
 - Maintain a GPA ≥ 3.0 on 4.0 scale on current coursework

NOTE: EDO students will follow the BSN Entry-Level Track Course of Study.

LPN Advanced Placement – ASN

Candidates who are Licensed Practical Nurses (LPNs) or have successfully completed or will have completed prior to semester of admission an accredited LPN programs and are requesting advanced placement must also complete the items below. Students in the LPN-ASN program may elect to join the traditional, daytime cohort or the evening and weekend cohort.

1. Complete the admissions procedure to Cox College. Admission file must be complete by the deadline date noted on the application.
2. Complete the Nursing program application by the listed deadlines.
3. Completion of Intermediate Algebra or higher or prove math proficiency.
4. Take the Nursing Acceleration Challenge Exam (ACE: Nursing Care During Childbearing and Nursing Care of the Child) and the PN Pharmacology Exam.
NOTE: Individual test results are reviewed according to the decision score for each test. Candidates scoring above 70% on each exam will be allowed to progress to NURS 206: Clinical Applications III while those scoring less than 70% will be advised to begin at NURS 106: Clinical Applications II and/or NURS 215: Pharmacological Basis of Nursing Practice.
5. Complete all required general education courses commensurate with their advanced placement with a GPA of 2.5 or better (Human Anatomy, Physiology, Microbiology, Chemistry and Psychology).
6. Students may elect to join the night and weekend cohort or the traditional day ASN cohort.

LPN applicants will be given CV credit for BIOL 302 Nutrition, NURS 100 Introduction to Nursing Skills and NURS 105 Clinical Applications I on admission to the program.

Admission into the LPN Advanced Placement program is offered to the highest-ranking candidates in the applicant pool. This must include one of the following science courses (Anatomy, Physiology, Chemistry or Microbiology), between otherwise equally qualified candidates.

Once a candidate has been notified of an offer for admission into the LPN Advanced Placement program, a nonrefundable acceptance fee (includes background check and drug screen) must be submitted. After receipt of this fee, the student may register for classes according to the Academic Calendar. There will be an Advanced Placement orientation offered during intersession classes. A positive drug screen or compromised background check may result in rescinding the student's acceptance into the program.

LPN Advanced Placement – BSN

Candidates who are Licensed Practical Nurses (LPNs) or have successfully completed or will have completed prior to semester of admission an accredited LPN program and are requesting advanced placement must also complete the following items:

1. Complete the admissions procedure to Cox College. Admission file must be complete by the deadline date noted on the application.
2. Complete the Nursing program application by the listed deadlines.
3. Completion of Intermediate Algebra or higher or prove math proficiency (not required for BSN Accelerated applicants).
4. A minimum of 37 credit hours completed from the required general education courses with a minimum cumulative GPA 2.75 on a 4.0 scale. A total of 41 credit hours are required to start the program. See BSN plan of study for courses to complete. Maintain a cumulative GPA of 2.75 or better in the remaining general education courses.
5. Transcript verification and successful completion of LPN program.
6. Take the Nursing Acceleration Challenge Exam (ACE: Nursing Care During Childbearing and Nursing Care of the Child) PN Pharmacology Exam; and Psychiatric Mental Health Nursing.

NOTE: Individual test results are reviewed according to the decision score for each test.

Candidates scoring at or above 70% on each exam will be allowed to progress to the appropriate

nursing course; those scoring at less than 70% will be advised to begin at the appropriate nursing course.

- NRSI 215 Pharmacological Basis of Nursing Practice
- NRSI 212 Mental Health/Illness Nursing Concepts
- NRSI 304 Care of Childbearing Families
- NRSI 305 Care of Childrearing Families

LPN applicants will be given CV credit for BIOL 302 Nutrition, NRSI 200 Introduction to Professional Nursing, and NRSI 202 Foundations of Professional Nursing on admission to the program.

Admission into the LPN Advanced Placement program is offered to the highest-ranking candidates in the applicant pool.

Once a candidate has been notified of an offer for admission into the LPN Advanced Placement program, a nonrefundable acceptance fee (includes background check and drug screen) must be submitted. After receipt of this fee, the student may register for classes according to the Academic Calendar. There will be an Advanced Placement orientation offered during intersession classes. A positive drug screen or compromised background check may result in rescinding the student's acceptance into the program. An offer may be rescinded if in progress classes are not completed with a "C" or better and/or the GPA falls below a 2.75 on required courses completed for the nursing program.

LPN Testing Out of Select Courses – BSN-Accelerated

Candidates who are Licensed Practical Nurses (LPNs) or have successfully completed or will have completed prior to semester of admission and accredited LPN program may request an opportunity to test out of select nursing classes. Prior to testing, they must complete the following items:

- Complete the admissions procedure to Cox College. Admission file must be complete by the deadline date noted on the application.
- Complete the Nursing program application by the listed deadlines.
- Hold a baccalaureate degree from a regionally accredited college or university or be eligible based upon acceptance through an articulation agreement with participating college or university. Baccalaureate degree must be issued by program application deadline to be considered.
- Complete all required prerequisite general education courses with a "C" or better and a cumulative GPA of 2.75 on a 4.0 scale. Courses may be in progress but MUST be completed prior to beginning the first nursing class.
- One of the completed courses must be a core science (Anatomy, Physiology, Nutrition or Microbiology) and the minimum core science GPA must be a 2.5 on a 4.0 scale.
- Once application has been received, eligible candidates will be notified to schedule and complete an interview.
- Transcript verification and successful completion of LPN program.
- Take the Nursing Acceleration Challenge Exam (ACE: Nursing Care during Childbearing and Nursing Care of the Child) PN Pharmacology Exam; and Psychiatric Mental Health Nursing.

NOTE: Individual test results are reviewed according to the decision score for each test.

Candidates scoring at or above 70% on each exam will be allowed to progress to the appropriate nursing course; those scoring at less than 70% will be advised to begin at the appropriate nursing course.

- NRSI 215 Pharmacological Basis of Nursing Practice
- NRSI 212 Mental Health/Illness Nursing Concepts
- NRSI 304 Care of Childbearing Families
- NRSI 305 Care of Childbearing Families

LPN applicants will be given CV credit for BIOL 302 Nutrition and NRSI 203 Foundations of Professional Nursing on admission to the program.

Admission into the BSN-Accelerated program is offered to the highest-ranking candidates in the applicant pool. All other qualifications for the BSN-A must be completed. Once a candidate has been notified of an offer for admission into the BSN-Accelerated program, a nonrefundable acceptance fee (includes background check and drug screen) must be submitted. After receipt of this fee, the student may register for classes according to the Academic Calendar. A positive drug screen or compromised background check may result in rescinding the student's acceptance into the program.

RADIOLOGIC SCIENCES AND IMAGING

PROGRAMS (RSI) OVERVIEW

The Radiologic Sciences & Imaging (RSI) programs offers two undergraduate degree options: The Associate of Science in Radiography (ASR) and the Bachelor of Science in Diagnostic Imaging (BSDI) with an Interprofessional Leadership (IPL) emphasis or a specialty credentialing pathway in Computed Tomography (CTI), Diagnostic Medical Sonography (DMS), DMS-Echo Extension (ECH), Interventional Radiography (IRI), Magnetic Resonance Imaging (MRI), and Mammography (MAM).

Philosophy

Radiologic Sciences and Imaging (RSI) programs are designed to provide students a quality educational environment that promotes professionalism, effective communication skills, critical thinking skills, and imaging skill sets within the areas of Diagnostic Imaging.

RSI encourages students to become active learners through a vigorous environment that promotes a variety of learning experiences for professional growth and lifelong learning.

Students completing the diagnostic imaging programs will have the knowledge and skill set to successfully enter the workforce credentialed in their chosen professional discipline, while meeting the needs of the health care community.

DMS Specific Philosophy

The specialty field of Diagnostic Medical Sonography is designed to provide students a quality educational environment that promotes professionalism, effective communication, critical thinking, and imaging skills that meet the requirements of CAAHEP as well as the credentialing bodies of the American Registry for Diagnostic Medical Sonography (ARDMS) and the American Registry of Radiologic Technologists (ARRT).

Students are encouraged to become active learners through a rigorous didactic and clinical environment that promotes a variety of learning experiences for professional growth and lifelong learning.

Students completing the Diagnostic Medical Sonography Program will have the knowledge and skill set to successfully enter the workforce as credentialed sonographers in Abdomen, Obstetrics & Gynecology, Vascular Technology and/or Echocardiography.

Program Admission

Admission to the college does not guarantee admission into college programs. Program admission refers to enrollment in the discipline-specific courses of each program offered at Cox College. To be considered for admission into your chosen program of study, a completed program application form for the desired undergraduate degree or certificate program must be submitted to the office of Admissions on or before the admission deadline date. (See Web site for details.) Only applicants admitted to the college will be considered for admission into a program of study. All admissions and program-specific selection criteria must be met prior to submission of program application.

Requirements Prior to the First RSI Course

Verification of immunizations and additional requirements (See Admissions – Requirements, **prior** to first department-specific course.) must be provided by all students **prior** to their first course.

RSI Orientation

New students admitted to the RSI programs may be **required** to attend a departmental orientation. Information about date, time and place of orientation will be included in the new student's acceptance letter and on the Cox College Web site.

Graduation Requirements

Every candidate is responsible for meeting all the requirements for graduation. Deadline for applying for graduation is published on the Academic Calendar available on the Web site. If a student does not complete the final course requirements, a new program application must be submitted.

To meet the requirements for graduation, each ASR student must:

- Successfully complete all program-specific courses with an 85% or better.
- Successfully complete all program required competency and proficiency evaluations.
- Maintain a professional and ethical standard of conduct within the clinical setting.
- Provide a minimum standard of patient care as described by the American Registry of Radiologic Technologists (ARRT) Code of Ethics.

Graduates will be eligible to sit for the American Registry of Radiologic Technologists (ARRT) radiography certification examination.

National Certification Exams For RSI Programs

The American Registry for Diagnostic Medical Sonography (ARDMS) and the American Registry for Radiologic Technologists (ARRT) provide national credentialing examinations for imagers. ASR students will be eligible to sit for their ARRT certification once they have met all graduation requirements. All post primary students will be eligible to sit for their certification once they meet ARRT and/or ARDMS eligibility requirements.

The student is to recognize the program will provide guided assistance and structured capstone examinations, however, the responsibility to prepare adequately for the examinations lies with the individual student. RSI programs are not responsible for ARRT and/or ARDMS guideline changes that may hinder the student's eligibility sit for the national examinations.

Currently, the Diagnostic Medical Sonography students may apply to take the ARDMS SPI examination at the completion of DMS 304 and DMS 314. DMS students that are Registered Radiologic Technologists may apply to take the ARRT sonography examination after the ARRT clinical requirements are obtained. Upon receiving the ARRT (S) credential, the DMS student may apply for the ARDMS Abdomen, OB/GYN and Vascular Technology examinations prior to graduation under prerequisite 5. DMS students entering the program through the primary pathway are eligible to take the ARDMS examinations upon completion of the program under prerequisite 2.

All national credentialing fees are the responsibility of the student.

ASSOCIATE OF SCIENCE IN RADIOGRAPHY (ASR)

The Associate of Science in Radiography (ASR) degree is a two-year program that is designed to foster competency and critical thinking in a patient care environment. In addition to an extensive clinical internship, the program prepares graduates to be successful entry-level radiographers through a holistic education that combines a comprehensive classroom education with a rigorous clinical education. Students gain detailed knowledge in a variety of subjects, including anatomy, physiology, pathology, positioning, radiation physics and the theory behind the operation of all applicable imaging equipment. Successful completion of this comprehensive classroom and clinical education prepares the graduate for the American Registry of Radiologic Technologists (ARRT) certification examination.

The ASR program is completed in a 22-month period, inclusive of five semesters. Students' progress through the program as a cohort group beginning in the fall semester. The ASR program follows a cohort sequence without the option to repeat didactic, laboratory, or clinical courses; therefore, students must adhere to the outlined course of study. **Due to the academic rigor of the track, employment more than 20 hours per week is highly discouraged.**

Program Admission

To be eligible for admission into the radiography courses of the ASR program, a candidate must:

1. Complete the admissions procedure to Cox College. Admissions file must be complete by the application deadline.
2. Complete the ASR program application by December 22nd for the following fall semester entrance.
3. Complete 1 core science and 2 additional ASR specific general education courses. Core science and additional general education courses must total 10 credits or more.
4. From the list of required general education courses a minimum of 10 credit hours with a minimum cumulative GPA of 3.0 based on a 4.0 scale. Balance of courses must be complete prior to starting ASR program courses.
5. Log a minimum of 4 hours of job shadowing experience by the application deadline.
6. Successful completion of each general education course with a "C" or above.
7. Submit two letters of reference.
8. Submit a personal resume- optional.
9. Submit a personal essay to include the following subjects:
 - o Accomplishments that have given you the greatest satisfaction.
 - o Your reasons for choosing to advance in the specific specialty imaging sciences
 - o Your plans and aspirations for the future.
10. Once application has been received and all documents received, eligible candidates will be notified to schedule and complete an interview.
11. Candidates that have received declined status into the ASR program twice are not eligible to reapply. Declined status does not include those given alternate status.

Admission into the ASR program is offered to the highest-ranking candidates in the applicant pool. Students awaiting admission into the ASR program may enroll in general education courses at Cox College. Once a candidate has been notified of an offer for admission into the ASR program, a nonrefundable acceptance fee (includes background check and drug screen) is required. Once received, the student will be registered for classes according to the Academic Calendar. Recently accepted ASR students must attend the ASR New Student orientation or make arrangements with

the program director. A positive drug screen or compromised background check may result in rescinding the student's acceptance into the program.

Mission Statement

The mission of the Associate of Science in Radiography (ASR) program is to educate compassionate, professional, and competent entry-level Radiologic Technologists through a strong dedication to a quality didactic, clinical, and professional curriculum with a commitment to lifelong learning.

Learning Outcomes

Goal 1: Demonstrate technical competency by consistently producing diagnostic-quality radiographs using appropriate procedures.

Student Learning Outcomes:

- Students will properly position patients.
- Students will apply appropriate technical factors.
- Students will evaluate images for diagnostic quality.

Goal 2: Use critical thinking skills to make appropriate and responsible decisions based on reason and applied knowledge.

Student Learning Outcomes:

- Students will demonstrate didactic competence as a foundation for critical thinking and analytical reasoning.
- Students display the use of independent judgment and problem solving in the clinical setting.

Goal 3: Communicate effectively with patients, technologists, and providers.

Student Learning Outcomes:

- Students will demonstrate effective oral communication skills.
- Students will demonstrate effective written communication skills.

Goal 4: Demonstrate professionalism.

Student Learning Outcomes:

- Students will demonstrate ethical behavior.
- Graduates demonstrate professional development.

Goal 5: Students will use the ALARA principle and appropriate procedures to minimize radiation exposure to their patients, coworkers, and themselves.

Student Learning Outcomes:

- Students will analyze and evaluate concepts of radiation safety.
- Students will apply appropriate radiation safety practices in the clinical environment.

Program Clinical Obligations

The clinical obligations regarding travel and evening shift clinical rotations for the ASR program are as follows:

1. The ASR program offers a variety of clinical sites to provide the student with a well-rounded clinical experience. These include CoxHealth campuses (Springfield, Missouri), Jordan Valley Community Health Center (Springfield, Missouri), Cox Monett (Monett, Missouri), Citizen's Memorial Hospital (CMH) (Bolivar, Missouri), and Ozark's Medical Center (OMC) (West Plains, Missouri). In addition to the CoxHealth and Jordan Valley Community Health Center campuses, Springfield-based students may be required to rotate through Cox Monett and CMH during their clinical experience. OMC is an optional clinical rotation for Springfield-based students based on availability and student request. Students based at OMC are required to complete minimal rotations at the CoxHealth campuses while maintaining the majority of their clinical rotations at OMC.
2. Participate in a minimum of four evening shift clinical rotations throughout the entire ASR

program. The evening shift rotation traditionally occurs from 2:30 pm to 9:30 pm and can vary from one to two weeks in length. The student is provided advance notice of when their evening shift clinical rotations are scheduled for ample planning.

3. The ASR program uses a computer system, Trajecsyst, to log students' clock-in and clock out of the classroom as well as students' clinical sites. In addition to the clocking feature, the ASR program uses the Trajecsyst system to track all required student clinical evaluations, obtain feedback regarding student clinical performance, and allow students to provide feedback regarding the clinical sites and clinical instructors. There is a fee for this service that covers the entire length of the ASR program. The fee is due at the beginning of the first fall semester.

Progression Requirements

To successfully progress through the ASR program, students must demonstrate safe, responsible and professional conduct and meet the following academic standards:

- A grade of *85% or better* in all courses with RAD prefix.
- No incomplete grades will be given in the first semester. All coursework must be completed successfully by the last day of the semester to progress in the ASR program unless mitigating circumstances arise.
- In the first semester RAD 121 course, students must pass all lab evaluations with an *85% or better*. Students will have one opportunity to repeat a failed lab evaluation. Failure on the second attempt is an automatic dismissal.
- In the first semester, if a student fails a laboratory evaluation on the first attempt in two sections of RAD 121, they will be put on academic probation for the remainder of the semester. The next failed evaluation will result in automatic dismissal.

Graduation Requirements

Every candidate for a certificate or degree is responsible for meeting all the requirements for graduation. Deadline for applying for graduation is published on the Academic Calendar available on the Web site. If a student does not complete the final course requirements, a new program application must be submitted.

To meet the requirements for graduation, each ASR student must:

- Successfully complete all program specific courses with an *85% or better*.
- Successfully complete all program required competency and proficiency evaluations.
- Maintain a professional and ethical standard of conduct within the clinical setting.
- Provide a minimum standard of patient care as described by the American Registry of Radiologic Technologists (ARRT) Code of Ethics.

Graduates will be eligible to sit for the American Registry of Radiologic Technologists (ARRT) radiography certification examination.

Student Discipline

If a student of concern is identified by a faculty member that could potentially lead to academic or clinical probation then a face-to-face meeting will be arranged between that faculty and the student. The faculty member will initiate The Cox College Student of Concern Progress Report to convey the issue, how it is to be addressed, and the behavior re-evaluated.

Academic Probation

1. A student is placed on academic probation when the course grade falls below an 85% at any point in time during a semester.
2. In the first semester, if a student fails a laboratory evaluation on the first attempt in two sections of RAD 121, they will be put on academic probation for the remainder of the semester. The next failed evaluation will result in automatic dismissal.
3. Incomplete course work or clinical hours within the ASR course of study. Mitigating circumstances will be reviewed by the program director.

Clinical Probation

1. Unprofessional conduct, consistent deficiencies in performance or behavior that compromises patient health or safety.
2. Behavior that violates the Standards of Ethics published by Cox College, Clinical Affiliate, and/or the American Registry of Radiologic Technologists (ARRT).
3. Tardies in excess of 5 in a given semester will result in clinical probation for the remainder of that semester, as well as the following semester.
4. Rotational Performance Reviews (formerly the Biweekly evaluation) averaging a 2.0 or lower at any point in time during the semester.

Please refer to the "Clinical Grievance Procedure" in the ASR Clinical Guideline Manual

Program Dismissal

1. Achievement of a final grade below 85% in any course with a RAD prefix.
2. In the first semester RAD 121 course, students must pass all lab evaluations with an 85% or better. Students will have one opportunity to repeat a failed lab evaluation. Failure on the second attempt is an automatic dismissal.
3. In the first semester, if a student fails a laboratory evaluation on the first attempt in two sections of RAD 121, they will be put on academic probation for the remainder of the semester. The next failed evaluation will result in automatic dismissal.
4. Students will be dismissed from the ASR program if an x-ray exposure is made without the direct authorization and supervision of a faculty member, clinical instructor, or radiologist before clinical rotations begin.
5. Rotational Performance Reviews (formerly the Biweekly evaluation) evaluations averaging a 2.0 or lower in more than two clinical practicum courses.
6. Behavior that violates the Standards of Ethics published by the American Registry of Radiologic Technologists (ARRT).

ASR Course of Study

All general education courses are prerequisites for the admission into the ASR program and must be completed prior to enrolling in courses with the RAD prefix. Equivalent courses from other regionally accredited institutions may be transferred to meet the ASR program's general education requirements.

Semester 1 (Fall or Spring)		Credit Hours
ENGL 150	English Composition*	3
MATH 160	College Algebra*	3
BIOL 118	Medical Terminology*	3
BIOL 205	Human Anatomy w/lab*	<u>4</u>
Semester Total		13

Semester 2 (Spring or Summer)		Credit Hours
CHEM 103	Introduction to Chemistry w/lab*	4
	OR	
	Introduction to Physics w/lab*	4-5
BIOL 206	Human Physiology w/lab*	4
PSYC 101	Introduction to Psychology*	3
INFM 160	Computer Resources*	<u>1</u>
Semester Total		12

Radiography

First Year - Semester 1 (Fall)		Credit Hours
RAD 100	Patient Care in Radiography	3
RAD 110	Radiographic Anatomy	2
RAD 120	Imaging Procedures I	2
RAD 121	Imaging Procedures I Lab	3
RAD 141	Radiation Physics I	<u>2</u>
Semester Total		12
First Year - Intersession (Spring)		Credit Hours
RAD 101	Introduction to Clinical Practice	1
First Year - Semester 2 (Spring)		Credit Hours
RAD 122	Imaging Procedures II	3
RAD 123	Imaging Procedures III	2
RAD 142	Radiation Physics II	2
RAD 161	Image Production I	2
RAD 191	Clinical Practice I	<u>2</u>
Semester Total		12
First Year - Session 3 (Summer)		Credit Hours
RAD 192	Clinical Practice II	<u>3</u>
Semester Total		3
Second Year - Semester 4 (Fall)		Credit Hours
RAD 200	Radiographic Pathophysiology	2
RAD 250	Radiographic Image Analysis and Quality Control	2
RAD 262	Image Production II	3
RAD 270	Radiation Biology and Protection	3
RAD 293	Clinical Practice III	<u>2</u>
Semester Total		12
Second Year - Intersession (Spring)		Credit Hours
RAD 294	Clinical Practice IV	1
Second Year - Semester 5 (Spring)		Credit Hours
RAD 289	Professionalism and Ethics	3
RAD 299	Radiography Capstone	4
RAD 263	Image Production III	2
RAD 295	Clinical Practice V	<u>2</u>
Semester Total		12
General Education		25
Total Program Credit Hours		<u>51</u>
Total Degree Credit Hours		76

**Class may be taken at any regionally-accredited college or university.*

ASR Prerequisite/Corequisite Requirements

* All general education courses are prerequisites for the admission into the ASR program and must be completed prior to enrolling in courses with the RAD prefix. Equivalent courses from other regionally accredited institutions may be transferred to meet the ASR program's general education requirements. Students must obtain their American Heart Association BLS for the Healthcare Provider certification before attending the first semester radiography courses.

Course Number	Prerequisite	Corequisite
Prior to Program Admission	ENGL 150, MATH 160, BIOL 118, BIOL 205, BIOL 206, CHEM 103 or Introduction to Physics w/lab, PSYC 101, INFM 160	
RAD 100	*	RAD 110, RAD 120, RAD 121, RAD 141
RAD 110	*	RAD 100, RAD 120, RAD 121, RAD 141
RAD 120	*	RAD 100, RAD 110, RAD 121, RAD 141
RAD 121	*	RAD 100, RAD 110, RAD 120, RAD 141
RAD 141	*	RAD 100, RAD 110, RAD 120, RAD 121
RAD 101	RAD 100, RAD 120, RAD 121	
RAD 122	RAD 100, RAD 120, RAD 121	RAD 123, RAD 142, RAD 161, RAD 191
RAD 123	RAD 100, RAD 120, RAD 121	RAD 122, RAD 142, RAD 161, RAD 191
RAD 142	RAD 141	RAD 122, RAD 123, RAD 161, RAD 191
RAD 161	*	RAD 122, RAD 123, RAD 142, RAD 191
RAD 191	RAD 101	RAD 122, RAD 123, RAD 142, RAD 161
RAD 192	RAD 191	
RAD 200	RAD 110	RAD 250, RAD 262, RAD 270, RAD 293
RAD 250	RAD 141, RAD 142, RAD 161	RAD 200, RAD 262, RAD 270, RAD 293
RAD 262	RAD 161	RAD 200, RAD 250, RAD 270, RAD 293
RAD 263	RAD 262	RAD 289, RAD 295, RAD 299
RAD 270	RAD 142	RAD 200, RAD 250, RAD 262, RAD 293
RAD 289	RAD 100	RAD 263, RAD 295, RAD 299
RAD 293	RAD 192	RAD 200, RAD 250, RAD 262, RAD 270
RAD 294	RAD 293	
RAD 295	RAD 294	RAD 263, RAD 289, RAD 299
RAD 299	All program courses must be complete except for RAD 289, RAD 263 and RAD 295.	

BACHELOR OF SCIENCE IN DIAGNOSTIC IMAGING (BSDI)

The Cox College Bachelor of Science in Diagnostic Imaging (BSDI) is designed for students with background in healthcare or medical imaging and includes an option to complete an imaging or professional specialty as a part of the program.

The BSDI offers an Interprofessional Leadership (IPL) emphasis and five specialty credentialing pathways – Computed Tomography (CTI), Diagnostic Medical Sonography (DMS), Interventional Radiography (IRI), Magnetic Resonance Imaging (MRI), and Mammography (MAM). A post-baccalaureate certificate is offered in adult echocardiography for registered sonographers.

The BSDI degree has four enrollment options to accommodate individuals from varying educational experiences. They are as follows:

- **BSDI entry-level track** - This track is for students seeking the Cox College BSDI with minimal college-level education. Students pursuing the BSDI through this track will first acquire the ARRT credential in Radiography through Cox College ASR program before advancing through the remainder of the BSDI curriculum. Having completed the ASR program, students must apply to the BSDI program and select an area of specialization – CTI, DMS, IRI, MRI, or Mammography. The complete degree requires 128 credit hours.
- **BSDI specialty track** – This track is tailored to meet the needs of students already registered in Radiography or another primary imaging modality (such as Sonography, MRI, Nuclear Medicine, or Radiation Therapy) or students seeking a primary certification already holding a minimum of an associate's degree. A background in health sciences is recommended. Students must apply to the BSDI program and select an area of specialization – CTI, DMS, DMS-Echo, IRI, MRI, or Mammography, or Interprofessional Leadership (IPL). Students in this track must complete a minimum of 64 credit hours to satisfy the degree requirements.
- **BSDI completion track** – This track is for technologists already registered in Radiography (or another primary imaging modality) **and** a specialty (secondary) imaging modality. Students complete only a select group of general education and core curriculum courses amounting to a minimum of 32 credit hours.
- **Credentialing Pathways** – The BSDI provides opportunity for students to specialize in one of several specialty imaging modalities. After the completion of specific specialty courses and clinical requirements students in the BSDI are then eligible to apply to the appropriate ARRT and/or ARDMS national registry(s). Available imaging specialties include Computed Tomography (CTI), Diagnostic Medical Sonography (DMS), DMS Echocardiography (ECH), Interventional Radiography (IRI), Magnetic Resonance Imaging (MRI), and Mammography (MAM).

Program Admission

To be eligible for admission into the BSDI, a candidate must meet the following conditions:

- Complete the admissions procedure for Cox College.
- Complete and submit program specific BSDI application.
 - Students must select an area of specialization – CTI, DMS, DMS-Echo, IRI, MRI, Mammography, or Interprofessional Leadership (IPL). BSDI-Completion students do **not** choose an area of specialization.

- All specialty imaging courses begin in the fall. Applications are due April 30.
- BSDI Completion Track students and IPL specialty students may enter the program in any semester. Applications due April 30 or November 15.
- Application process for CTI, MRI, Mammography, IRI, DMS, and DMS-Echocardiography specialty program tracks require two personal references, all college transcripts, and a copy of the student's imaging licensure card, and the job shadowing form documenting 32 hours of job shadowing (DMS and MRI primary pathway only).
- Credentialed in primary imaging modality (such as Radiography, Sonography [RDMS, RDCS, RVT, ARRT(S)], MRI, Nuclear Medicine, or Radiation Therapy) or have met the required prerequisites for admission into a primary pathway prior to beginning of BSDI program. All DMS-Echocardiography applicants must have taken and passed the SPI registry prior to the beginning the BSDI program.
- Minimum 3.0 GPA in imaging program or related degree.

Certifications

Upon completing the experience and examination requirements of the national credentialing organizations, students enrolled in a BSDI specialty credentialing pathway are eligible to apply for their particular national certification examination. The program capstone course provides a comprehensive study in certification preparation.

BSDI Program Objectives

- Demonstrate appropriate communication skills with patients and colleagues.
- Exercise discretion and judgment in the performance of diagnostic or therapeutic services.
- Record, analyze and process diagnostic data and other pertinent observations made during the procedure for presentation to the interpreting physician.
- Obtain, review, and integrate pertinent patient history and supporting clinical data to facilitate optimum diagnostic results.
- Act in a professional and ethical manner in accordance with accrediting and credentialing bodies.
- Use critical thinking skills to make appropriate and responsible decisions based on reason and applied knowledge to include anatomy, pathology, and physiologic data.
- Demonstrate technical competency by consistently producing diagnostic-quality images using appropriate procedures.
- Provide patient education related to diagnostic imaging and promote principles of good health.
- Successfully complete the ARRT and/or ARDMS certification exam in the applicable specialty.

Minimum expectations of Cox College Diagnostic Medical Sonography and DMS-Echo Extension programs are:

- To prepare competent entry-level general sonographers in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.
- To prepare competent entry-level vascular technologists in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.
- To prepare competent entry-level adult cardiac sonographers in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.

Program Clinical Obligations

Students enrolled in a credentialing pathway will be required to complete a minimum of 24 hours of clinical each week but no more than 40 hours. Student seeking a clinical position within Springfield will rotate through existing clinical sites every 3 weeks to include day and evening rotations. With the exception of the Diagnostic Medical Sonography program and the Diagnostic Medical Sonography Echo extension program, students interested in completing their clinical experience at a facility outside of existing Springfield area affiliates must complete a clinical affiliate request form confirming the department's willingness to serve as a clinical site.

The BSDI credentialing pathway programs use an online portfolio system called Trajecsyst. Students are required to use this system for documenting patient exams as well as class and clinical attendance. There is a one-time fee for this service that covers the entire length of the program. This fee ranges from 100.00 to 150.00 depending on the length of the program. The fee is due at the beginning of the first fall semester.

Graduation Requirements for BSDI

For successful completion of the BSDI degree students must demonstrate safe, responsible, and professional conduct and meet the following standards:

- Standard completion ("C" or better) of all specified courses in the curriculum plan.
- Minimum cumulative GPA 2.0 on completion of required courses for the BSDI degree program.

Student Discipline

If a student of concern is identified by a faculty member that could potentially lead to academic or clinical probation then a face-to-face meeting will be arranged between that faculty and the student. The faculty member will initiate *The Cox College Student of Concern Progress Report* to convey the issue, how it is to be addressed, and the behavior re-evaluated.

Academic Probation in Bachelor of Science in Diagnostic Imaging (BSDI)

1. Course grade lower than a "C" in a specified course in the curriculum plan.
2. Minimum cumulative less than a GPA 2.0 on a 4.0 scale on completion of required courses for the BSDI Degree Program.

Academic Probation in BSDI Credentialing Pathways

1. Specialty credentialing pathway course grade below *an* 85%.
2. Incomplete course work in specialty credentialing pathway course.

Clinical Probation in BSDI Credentialing Pathways

1. End-of-Rotation Evaluation average of less than three in any measured area per rotation.
2. Behavior that violates the Standards of Ethics published by Cox College, Clinical Affiliate, the American Registry of Radiologic Technologists (ARRT) and/or the American Registry for Diagnostic Medical Sonographers (ARDMS)
3. Clinical/laboratory competency grade below **85% (DMS and DMS-Echo only)**:
 - The student will have two opportunities to pass each competency after failure of the original competency.
 - **Failure of third and final attempt is an automatic dismissal.**

- Failure of three consecutive first attempt competencies will result in an automatic dismissal.

Academic Dismissal from BSDI program

A student **will** be dismissed from the college for any of the following reasons:

1. Achievement of a grade of “D” or below in any repeated course within a college degree or certificate program.
2. Academic performance that would result in academic probation for more than two semesters.

Academic Dismissal from BSDI Credentialing Pathways

1. Achievement of any course grade below an **85%**.
2. End-of-Rotation Evaluation average of less than three in any measured area per rotation.
3. Behavior that violates the Standards of Ethics published by Cox College, Clinical Affiliate, the American Registry of Radiologic Technologists (ARRT) and/or the American Registry for Diagnostic Medical Sonographers (ARDMS).
4. Clinical/laboratory competency grade below **85% (DMS and DMS-Echo only)**.
 - The student will have two opportunities to pass each competency after failure of the original competency.
 - **Failure of third and final attempt is an automatic dismissal.**
 - **Failure of three consecutive first attempt competencies will result in an automatic dismissal.**

BSDI Prerequisites/Corequisite Requirements

* All general education courses are prerequisites for the admission into the BSDI program and must be completed prior to enrolling in courses. Equivalent courses from other regionally accredited institutions may be transferred to meet the BSDI credentialing pathway program's prerequisite education requirements. Students must obtain their American Heart Association BLS for the Healthcare Provider certification before attending the first semester BSDI Credentialing pathway programs.

Course Number	Prerequisite	Corequisite
Prior to Program Admission	BIO 205, Bio 206, ENG 150 or oral communications, MATH 160 or 227, BIO 118, Radiographic physics and/or general college level physics (Prerequisites may be met by ARRT primary certification program)	
Must be completed prior to completing the BSDI program	MATH 227, ENGL 207, SOCI 304, PSYC 230 or transfer equivalent	
CTI 300	*	*
CTI 302	*	*
DMS 304	*	*
DMS 306	*	DMS 310
DMS 308	*	DMS 310
DMS 310	*	DMS 306
DMS 312	*	DMS 308
DMS 314	DMS 304	*
DMS 316	*	*
DMS 318	*	DMS 320
DMS 320	*	DMS 318
DMS 322	DMS 318, DMS 320	*
DMS 324	*	*
DMS 326	DMS 304, DMS 314, DMS 316	*
DMS 330	DMS 316	DMS 332
DMS 332	DMS 316	DMS 330
DMS 334	DMS 324	*

DMS 336	DMS 308, DMS 312	*
DMS 338	DMS 318, DMS 320, DMS 322, DMS 324, DMS 334	*
DMS 340	DMS 316, DMS 330, DMS 332	
DMS 342	*	*
DMS 344	*	*
DMS 352	*	*
DMS 354	DMS 352	*
DMS 356	DMS 352, DMS 354	*
DMS 358	DMS 352, DMS 354, DMS 356	*
DMS 360	DMS 352, DMS 354, DMS 356, DMS 358	*
DMS 362	DMS 352, DMS 354, DMS 356, DMS 358, DMS 360	*
DMS 364	DMS 352, DMS 354, DMS 356, DMS 358, DMS 360, DMS 362	
ECH 300	*	*
ECH 304	*	*
ECH 306	*	*
ECH 311	ECH 304	*
IRI 304	*	*
IRI 310	*	*
IRI 312	*	*
IRI 330	*	*
MAM 302	*	*
MAM 304	*	*
MAM 306	*	*
MAM 308	*	*
MAM 310	*	*
MRI 300	*	*
MRI 306	*	*
SDI 235	*	*
SDI 300	*	*
SDI 302	*	*
SDI 303	*	*
SDI 304	*	*
SDI 314	*	*

SDI 318	Instructor permission	*
SDI 320	*	*
SDI 328	Instructor permission	*
SDI 330	*	*

BSDI Entry-Level Track

The BSDI entry-level track is for students seeking the Cox College BSDI with minimal college-level education. Students pursuing the BSDI through this track will first acquire the ARRT credential in Radiography through Cox College Associate of Science in Radiography (ASR) program before advancing through the remainder of the BSDI curriculum. Requirements for admission to and completion of the Cox College ASR are available in the ASR section of this Catalog. Student may begin taking prerequisite and general education courses for the ASR and/or BSDI at any time; however, admission to the ASR and BSDI programs is not guaranteed.

Having completed the ASR program, students must apply to the BSDI program and select an area of specialization – CTI, DMS, IRI, MRI, Mammography, or Interprofessional Leadership (IPL). The complete degree requires 128 credit hours. The expected length for completion of the degree is four to five (4-5) years with full time enrollment.

General Education: 34 Credit Hours

Natural and Applied Sciences (19 Credit hours)		Credit Hours
BIOL 118	Medical Terminology*	3
BIOL 205	Human Anatomy*	4
BIOL 206	Human Physiology*	4
CHEM 103	Introduction to Chemistry*	4
MATH 160	College Algebra*	3
MATH 227	Introduction to Statistics	3
INFM 160	Computer Resources*	1

Humanities (6 Credit Hours)		Credit Hours
ENGL 150	English Composition*	3
ENGL 207	Expository Writing	3

Social Sciences (9 Credit Hours)		Credit Hours
SOCI 304	Global Awareness & Cultural Diversity	3
PSYC 101	Introduction to Psychology*	3
PSYC 230	Life-span Development	3

**Prerequisite for entry to ASR*

BSDI Program Courses

Transfer from Radiography Program Courses: 42 Credit Hours

Core Electives: 59 Credit Hours Available*		Credit Hours
SDI 235	The Common Reader	1
SDI 318	Health Information Management, Ethics, and Medical Law	3
SDI 328	Health Care Delivery Systems	2
SDI 330	ABC's of PQRS	1
SDI 332	Advanced EKG	2
SDI 338	Healthcare Reimbursement and Insurance	2
SDI 350	End of Life	3
SDI 355	Emergency Preparedness and First Aid Response	3
SDI 359	The Healthy Provider	3
SDI 366	Considerations for Ethics in Healthcare Practice	3
SDI 368	Professional Leadership Development	3
SDI 371	Spirituality	3
SDI 373	Diabetes for the Healthcare Professional	3
SDI 392	Regulatory Trends in Radiologic Sciences and Imaging	3
SDI 430	Epidemiology	3
SDI 453	Advanced Studies in Specialty Imaging Pathology I	3
SDI 454	Advanced Studies in Specialty Imaging Pathology II	3
SDI 455	Advanced Studies in Radiation Biology	3
SDI 471	Advanced Studies in Human Oncology I	3
SDI 472	Advanced Studies in Human Oncology II	3
SDI 473	Advanced Studies in Human Oncology III	3
SDI 474	Advanced Studies in Human Oncology IV	3

**The total number of BSDI Core Elective credit hours required depends on the student's area of specialization and the number of credit hours needed to acquire 128 total credit hours.*

**CTI, IRI, MAM, and MRI courses may be taken as electives at the discretion of the program advisor and department chair.*

Specialty Specific (24-79 Credit Hours)

Specialty imaging students must complete *all courses* listed for any ONE of the following specialties:

Computed Tomography (CTI): 24 Credit Hours		Credit Hours
CTI 300	CT Physics and Instrumentation*	3
CTI 302	CT Imaging Procedures *	2
SDI 302	Specialty Imaging Sectional Anatomy*	2
SDI 304	Specialty Imaging Pathology*	2
SDI 314	Patient Care and Safety	3
SDI 320	Advanced Digital Imaging & Informatics	2
SDI 340	Practicum I*	3
SDI 360	Practicum II	1
SDI 364	Specialty Imaging Capstone I	3
SDI 400	Practicum III	3

**Required courses if enrolled in the accelerated 16-week program*

Interprofessional Leadership (IPL): 22 Credit Hours		Credit Hours
SDI 300	Specialty Imaging Ethics	3
SDI 314	Patient Care and Safety	3
SDI 318	Health Information Management, Ethics, and Medical Law	3
SDI 328	Health Care Delivery Systems	2
SDI 338	Healthcare Reimbursement and Insurance	2
SDI 366	Considerations for Ethics in Healthcare Practice	3
SDI 368	Professional Leadership Development	3
SDI 392	Regulatory Trends in Radiologic Sciences and Imaging	3

Interventional Radiography (IRI): 29-35 Credit Hours		Credit Hours
IRI 304	Interventional Angiography	3
IRI 310	Vascular Interventions	4
IRI 312	Non-Vascular Interventions	4
IRI 330	Cardiac Interventions*	2
SDI 303	Cardiovascular Anatomy and Physiology	3
SDI 314	Patient Care and Safety	3
SDI 320	Advanced Digital Imaging & Informatics	2
SDI 340	Practicum I	3
SDI 360	Practicum II	1
SDI 364	Specialty Imaging Capstone I	3
SDI 380	Specialty Imaging Capstone II*	1
SDI 401	Practicum III	3
SDI 410	Practicum IV*	3

** Optional summer course for CI Credential*

Magnetic Resonance Imaging (MRI): 24-27 Credit Hours		Credit Hours
MRI 300	MRI Physics and Instrumentation	3
MRI 306	MRI Imaging Procedures	2
SDI 300	Specialty Imaging Ethics*	3

SDI 302	Specialty Imaging Sectional Anatomy	2
SDI 304	Specialty Imaging Pathology	2
SDI 314	Patient Care and Safety	3
SDI 320	Advanced Digital Imaging & Informatics	2
SDI 340	Practicum I	3
SDI 360	Practicum II	1
SDI 364	Specialty Imaging Capstone I	3
SDI 401	Practicum III	3

**Required Course for primary pathway only.*

Mammography (MAM): 25 Credit Hours		Credit Hours
MAM 302	Mammographic Positioning and Technique I	2
MAM 304	Mammographic Anatomy and Pathology	3
MAM 306	Mammographic Physics and Instrumentation	2
MAM 308	Mammographic Quality Control	3
MAM 310	Mammographic Positioning and Technique II	3
SDI 320	Advanced Digital Imaging & Informatics	2
SDI 340	Practicum I	3
SDI 360	Practicum II	1
SDI 364	Specialty Imaging Capstone I	3
SDI 400	Practicum III	3

Diagnostic Medical Sonography (DMS): 79 Credit Hours		Credit Hours
SDI 300	Specialty Imaging Ethics	3
SDI 314	Patient Care and Safety	3
DMS 304	Physics and Instrumentation I	3
DMS 306	Sonographic Anatomy of Abdomen/ Small Parts I	3
DMS 308	Sonographic Abdominal /Small Parts Pathology I	3
DMS 310	Sonographic Anatomy of Abdomen /Small Parts I Lab	4
DMS 312	Sonographic Abdominal / Small Parts Pathology I Lab	4
DMS 314	Physics and Instrumentation II	4
DMS 316	Vascular Physics and Instrumentation I	3
DMS 318	Gynecology I	3
DMS 320	DMS Specific Gynecology Lab	2
DMS 322	Gynecology II	2
DMS 324	Obstetrics I	2
DMS 326	Physics and Instrumentation III	2
DMS 330	Vascular Technology I	3
DMS 332	DMS Specific Vascular Lab	2
DMS 334	Obstetrics II	3
DMS 336	Sonographic Abdominal & Small Parts Pathology II	3
DMS 338	Obstetrics & Gynecology III	4
DMS 340	Vascular Technology II	4
DMS 342	Advanced DMS Specific Comprehensive Lab	1
DMS 344	Neurosonography	1
DMS 352	DMS Specific Practicum I	2
DMS 354	DMS Specific Practicum II	3
DMS 356	DMS Specific Practicum III	2

DMS 358	DMS Specific Practicum IV	2
DMS 360	DMS Specific Practicum V	3
DMS 362	DMS Specific Practicum VI	2
DMS 364	DMS Specific Practicum VII	3

BSDI Specialty Track

This track is tailored to meet the needs of students already registered in Radiography or another primary imaging modality (such as Sonography, MRI, Nuclear Medicine, or Radiation Therapy) or for students seeking a primary certification already holding a minimum of an associate's degree. Students must apply to the BSDI program and select an area of specialization – CTI, DMS, DMS-Echocardiography, IRI, MRI, Mammography, or Interprofessional Leadership (IPL). Students in this track must complete a minimum of 64 credit hours to satisfy the degree requirements. The expected length for completion of the degree is one to two (1-2) years with full time enrollment. Sixty-four (64) credit hours are transferred into the degree from the student's primary imaging ARRT certification or academic degree.

General Education: 12 Credit Hours		Credit Hours
MATH 227	Introduction to Statistics	3
ENGL 207	Expository Writing	3
SOCI 304	Global Awareness & Cultural Diversity	3
PSYC 230	Life-span Development	3

**Students entering the program with a Bachelor of Science degree are awarded 12 hours of transfer credit in general education from their previous degree and are not required to complete these courses.*

BSDI Program Courses

Transfer from Primary Imaging ARRT Credential or Academic Degree: 60-64 Credit Hours

Core Electives: 59 Credit Hours Available*		Credit Hours
SDI 235	The Common Reader	1
SDI 318	Health Information Management, Ethics, and Medical Law	3
SDI 328	Health Care Delivery Systems	2
SDI 330	ABC's of PQRS	1
SDI 332	Advanced EKG	2
SDI 338	Healthcare Reimbursement and Insurance	2
SDI 350	End of Life	3
SDI 355	Emergency Preparedness and First Aid Response	3
SDI 359	The Healthy Provider	3
SDI 366	Considerations for Ethics in Healthcare Practice	3
SDI 368	Professional Leadership Development	3
SDI 371	Spirituality	3
SDI 373	Diabetes for the Healthcare Professional	3
SDI 392	Regulatory Trends in Radiologic Sciences and Imaging	3

SDI 430	Epidemiology	3
SDI 453	Advanced Studies in Specialty Imaging Pathology I	3
SDI 454	Advanced Studies in Specialty Imaging Pathology II	3
SDI 455	Advanced Studies in Radiation Biology	3
SDI 471	Advanced Studies in Human Oncology I	3
SDI 472	Advanced Studies in Human Oncology II	3
SDI 473	Advanced Studies in Human Oncology III	3
SDI 474	Advanced Studies in Human Oncology IV	3

**The total number of BSDI Core Elective credit hours required depends on the student's area of specialization and the number of credit hours needed to acquire 128 total credit hours.*

**CTI, IRI, MAM, and MRI courses may be taken as electives at the discretion of the program advisor and department chair.*

Specialty Specific (24-79 Credit Hours)

Specialty imaging students must complete *all* courses listed for any ONE of the following specialties:

Computed Tomography (CTI): 24 Credit Hours		Credit Hours
CTI 300	CT Physics and Instrumentation*	3
CTI 302	CT Imaging Procedures*	2
SDI 302	Specialty Imaging Sectional Anatomy*	2
SDI 304	Specialty Imaging Pathology*	2
SDI 314	Patient Care and Safety	3
SDI 320	Advanced Digital Imaging & Informatics	2
SDI 340	Practicum I	3
SDI 360	Practicum II	1
SDI 364	Specialty Imaging Capstone I	3
SDI 400	Practicum III	3

*Required courses if enrolled in the accelerated 16-week program

Interprofessional Leadership (IPL): 22 Credit Hours		Credit Hours
SDI 300	Specialty Imaging Ethics	3
SDI 314	Patient Care and Safety	3
SDI 318	Health Information Management, Ethics, and Medical Law	3
SDI 328	Health Care Delivery Systems	2
SDI 338	Healthcare Reimbursement and Insurance	2
SDI 366	Considerations for Ethics in Healthcare Practice	3
SDI 368	Professional Leadership Development	3
SDI 392	Regulatory Trends in Radiologic Sciences and Imaging	3

Interventional Radiography (IRI): 29-35 Credit Hours		Credit Hours
IRI 304	Interventional Angiography	3
IRI 310	Vascular Interventions	4
IRI 312	Non-Vascular Interventions	4
IRI 330	Cardiac Interventions*	2

SDI 303	Cardiovascular Anatomy and Physiology	3
SDI 314	Patient Care and Safety	3
SDI 320	Advanced Digital Imaging & Informatics	2
SDI 340	Practicum I	3
SDI 360	Practicum II	1
SDI 364	Specialty Imaging Capstone I	3
SDI 380	Specialty Imaging Capstone II*	1
SDI 401	Practicum III	3
SDI 410	Practicum IV*	3

**Optional summer courses for CI Credential*

Magnetic Resonance Imaging (MRI): 24-27 Credit Hours		Credit Hours
MRI 300	MRI Physics and Instrumentation	3
MRI 306	MRI Imaging Procedures	2
SDI 300	Specialty Imaging Ethics*	3
SDI 302	Specialty Imaging Sectional Anatomy	2
SDI 304	Specialty Imaging Pathology	2
SDI 314	Patient Care and Safety	3
SDI 320	Advanced Digital Imaging & Informatics	2
SDI 340	Practicum I	3
SDI 360	Practicum II	1
SDI 364	Specialty Imaging Capstone I	3
SDI 401	Practicum III	3

**Required course for primary pathway only*

Mammography (MAM): 25 Credit Hours		Credit Hours
MAM 302	Mammographic Positioning and Technique I	2
MAM 304	Mammographic Anatomy and Pathology	3
MAM 306	Mammographic Physics and Instrumentation	2
MAM 308	Mammographic Quality Control	3
MAM 310	Mammographic Positioning and Technique II	3
SDI 320	Advanced Digital Imaging & Informatics	2
SDI 340	Practicum I	3
SDI 360	Practicum II	1
SDI 364	Specialty Imaging Capstone I	3
SDI 400	Practicum III	3

Diagnostic Medical Sonography (DMS): 79 Credit Hours		Credit Hours
SDI 300	Specialty Imaging Ethics	3
SDI 314	Patient Care and Safety	3
DMS 304	Physics and Instrumentation I	3
DMS 306	Sonographic Anatomy of Abdomen/ Small Parts I	3
DMS 308	Sonographic Abdominal /Small Parts Pathology I	3
DMS 310	Sonographic Anatomy of Abdomen /Small Parts I Lab	4
DMS 312	Sonographic Abdominal / Small Parts Pathology I Lab	4
DMS 314	Physics and Instrumentation II	4
DMS 316	Vascular Physics and Instrumentation I	3

DMS 318	Gynecology I	3
DMS 320	DMS Specific Gynecology Lab	2
DMS 322	Gynecology II	2
DMS 324	Obstetrics I	2
DMS 326	Physics and Instrumentation III	2
DMS 330	Vascular Technology I	3
DMS 332	DMS Specific Vascular Lab	2
DMS 334	Obstetrics II	3
DMS 336	Sonographic Abdominal & Small Parts Pathology II	3
DMS 338	Obstetrics & Gynecology III	4
DMS 340	Vascular Technology II	4
DMS 342	Advanced DMS Specific Comprehensive Lab	1
DMS 344	DMS Neurosonography	1
DMS 352	DMS Specific Practicum I	2
DMS 354	DMS Specific Practicum II	3
DMS 356	DMS Specific Practicum III	2
DMS 358	DMS Specific Practicum IV	2
DMS 360	DMS Specific Practicum V	3
DMS 362	DMS Specific Practicum VI	2
DMS 364	DMS Specific Practicum VII	3

BSDI Completion Track

This track is for technologists already registered in Radiography (or another primary imaging modality) **and** a specialty (secondary) imaging modality. Students complete only a select group of general education and core curriculum courses amounting to a minimum of 32 credit hours. Students in the track are awarded 64 credit hours for their primary imaging ARRT credential and 32 credit hours for their specialty (secondary) credential. The expected length for completion of the degree is one year with full-time enrollment.

**CoxHealth School of DMS alumni are awarded 52 credit hours for their certificate program. Twelve (12) credit hours must be completed at Cox College to complete the degree program.*

General Education: 12 Credit Hours		Credit Hours
MATH 227	Introduction to Statistics	3
ENGL 207	Expository Writing	3
SOCI 304	Global Awareness & Cultural Diversity	3
PSYC 230	Life-span Development	3

**Students entering the program with a Bachelor of Science degree are awarded 12 hours of transfer credit in general education from their previous degree and are not required to complete these courses.*

Core Electives: 59 Credit Hours Available		Credit Hours
SDI 235	The Common Reader	1
SDI 318	Health Information Management, Ethics, and Medical Law	3
SDI 328	Health Care Delivery Systems	2
SDI 330	ABC's of PQRS	1
SDI 332	Advanced EKG	2
SDI 338	Healthcare Reimbursement and Insurance	2
SDI 350	End of Life	3
SDI 355	Emergency Preparedness and First Aid Response	3
SDI 359	The Healthy Provider	3
SDI 366	Considerations for Ethics in Healthcare Practice	3
SDI 368	Professional Leadership Development	3
SDI 371	Spirituality	3
SDI 373	Diabetes for the Healthcare Professional	3
SDI 392	Regulatory Trends in Radiologic Sciences and Imaging	3
SDI 430	Epidemiology	3
SDI 453	Advanced Studies in Specialty Imaging Pathology I	3
SDI 454	Advanced Studies in Specialty Imaging Pathology II	3
SDI 455	Advanced Studies in Radiation Biology	3
SDI 471	Advanced Studies in Human Oncology I	3
SDI 472	Advanced Studies in Human Oncology II	3
SDI 473	Advanced Studies in Human Oncology III	3
SDI 474	Advanced Studies in Human Oncology IV	3

**The total number of BSDI Core Elective credit hours required depends on the student's area of specialization and the number of credit hours needed to acquire 128 total credit hours.*

**CTI, IRI, MAM, MRI, and ECH courses may be taken as electives at the discretion of the program advisor and department chair.*

Credentialing Pathways

The BSDI provides the opportunity for students to specialize in one of several specialty imaging modalities. After the completion of specific specialty courses and clinical requirements students in the BSDI are then eligible to apply to the appropriate ARRT and/or ARDMS national registry(s). Available imaging specialties include Computed Tomography (CTI), Diagnostic Medical Sonography (DMS), Interventional Radiography (IRI), Magnetic Resonance Imaging (MRI), and Mammography (MAM). Each of these imaging specialties follows a specific course of study. All cohorts for specialty imaging programs start in the fall semester.

A credentialing pathway is offered for adult echocardiography for registered sonographers as a post-baccalaureate certificate. Students must have graduated from an accredited Diagnostic Medical Sonography program, have earned a Bachelor of Science degree from a regionally-accredited college or university, and have taken the Sonography Principles & Instrumentation examination.

Students seeking a primary certification already holding a minimum of an associate's degree, in addition to completing the required prerequisite courses with a grade of "C" or higher, are eligible to apply to the primary DMS and MRI specialty credentialing pathway. The following are the required prerequisite courses:

- College Algebra, Statistics, or higher mathematics course (3 credit hours)
- General college-level Physics or Radiographic Physics (3-4 credit hours)**
- Human Anatomy (4 credit hours)*
- Human Physiology (4 credit hours)*
- Medical Terminology (3 credit hours)
- Oral or written communications (3 credit hours)

**Core science prerequisite courses must be taken within five (5) years prior to admission to the DMS and MRI primary pathways. Exceptions may be made for applicants currently employed in an allied health profession providing total body patient care.*

***General college-level physics and/or radiographic is recommended but not a requirement for the primary MRI specialty credentialing pathway.*

Diagnostic Medical Sonography (DMS) Credentialing Course of Study

Students entering the DMS program are enrolled in the BSDI degree and will complete the degree as a part of the DMS course of study. Up to sixty-four (64) credit hours are transferred into the program from the student's primary imaging ARRT certification or academic degree.

In addition to the DMS specialty curriculum students must complete twelve general education credits, or transfer equivalent. General education credits can be completed *any time before or during the DMS program*.

General Education		Credit Hours
MATH 227	Introduction to Statistics	3
ENGL 207	Expository Writing	3
SOCI 304	Global Awareness & Cultural Diversity	3
PSYC 230	Life-span Development	<u>3</u>
Total		12

**Students entering the program with a Bachelor of Science degree are awarded 12 hours of transfer credit hours in general education from their previous degree and are not required to complete these courses.*

Fall Semester 1		Credit Hours
DMS 304	Physics and Instrumentation I	3
DMS 306	Sonographic Anatomy of the Abdomen/Small Parts I	3
DMS 308	Sonographic Abdominal & Small Parts Pathology I	3
DMS 310	Sonographic Anatomy of the Abdomen/Small Parts I Lab	4
DMS 312	Sonographic Abdominal & Small Parts Pathology I Lab	4
SDI 314	Patient Care and Safety	<u>3</u>
Semester Total		20

Spring Intersession 1		Credit Hours
DMS 352	DMS Specific Practicum I	<u>2</u>
Session Total		2

Spring Semester 1		Credit Hours
DMS 314	Physics and Instrumentation II	4
DMS 316	Vascular Physics & Instrumentation I	3
DMS 318	Gynecology I	3
DMS 320	DMS Specific Gynecology Lab	2
DMS 354	DMS Specific Practicum II	3
SDI 300	Specialty Imaging Ethics	<u>3</u>
Semester Total		18

Summer Session 1		Credit Hours
DMS 322	Gynecology II	2
DMS 324	Obstetrics I	2
DMS 326	Physics and Instrumentation III	2
DMS 356	DMS Specific Practicum III	<u>2</u>
Session Total		8

Last Summer Session 1		Credit Hours
DMS 358	DMS Specific Practicum IV	<u>2</u>
Session Total		2
Fall Semester 2		Credit Hours
DMS 330	Vascular Technology I	3
DMS 332	DMS Specific Vascular Lab	2
DMS 334	Obstetrics II	3
DMS 336	Sonographic Abdominal & Small Parts Pathology II	3
DMS 360	DMS Specific Practicum V	<u>3</u>
Semester Total		14
Spring Intersession 2		Credit Hours
DMS 362	DMS Specific Practicum VI	<u>2</u>
Session Total		2
Spring Semester 2		Credit Hours
DMS 338	Obstetrics & Gynecology III	4
DMS 340	Vascular Technology II	4
DMS 342	Advanced DMS Specific Comprehensive Lab	1
DMS 344	Neurosonography	1
DMS 364	DMS Specific Practicum VII	<u>3</u>
Semester Total		13
Transfer Credit Hours (Academic Degree or RT(R) Certification)		60-64
Required DMS Specialty Credit Hours		79
Required General Education Credit Hours		<u>12</u>
Total Program Credit Hours		151-155

Computed Tomography (CTI) Credentialing Course of Study

Sixty-four (64) credit hours are transferred into the program from the student's primary imaging ARRT certification. The Computed Tomography program is offered as a 26-week program or 16-week accelerated program. Total required clinical hours (**600 hours**) must be completed regardless of the pathway chosen. The asterisk (*) denotes required courses for the accelerated pathway.

Fall Semester		Credit Hours
CTI 300	CT Physics and Instrumentation*	3
CTI 302	CT Imaging Procedures *	2
SDI 302	Specialty Imaging Sectional Anatomy*	2
SDI 304	Specialty Imaging Pathology*	2
SDI 314	Patient Care and Safety	3
SDI 340	Practicum I*	<u>3</u>
Semester Total		15
Spring Intersession		Credit Hours
SDI 360	Practicum II	<u>1</u>
Session Total		1
Spring Semester		Credit Hours
SDI 320	Advanced Digital Imaging & Informatics	2
SDI 364	Specialty Imaging Capstone I	3
SDI 400	Practicum III	<u>3</u>
Semester Total		8
Total program credit hours		24

Interventional Radiography (IRI) Credentialing Course of Study

Sixty-four (64) credit hours are transferred into the program from the student's primary imaging ARRT certification. The Interventional Radiography program is offered as a 34-42 week program. The Interventional Radiography can be chosen by itself or can include the Cardiovascular Intervention courses offered in the summer semester. The asterisk (*) denotes the optional courses for the Cardiac Interventional pathway.

Fall Semester		Credit Hours
IRI 310	Vascular Interventions	4
IRI 304	Interventional Angiography	3
SDI 303	Cardiovascular Anatomy and Physiology	3
SDI 314	Patient Care and Safety	3
SDI 340	Practicum I	<u>3</u>
Semester Total		16

Spring Intersession		Credit Hours
SDI 360	Practicum II	<u>1</u>
Session Total		1

Spring Semester		Credit Hours
IRI 312	Non-Vascular Interventions	4
SDI 320	Advanced Digital Imaging & Informatics	2
SDI 364	Specialty Imaging Capstone I	3
SDI 401	Practicum III	<u>3</u>
Semester Total		12

Summer Session		Credit Hours
IRI 330	Cardiac Interventions*	2
SDI 380	Specialty Imaging Capstone II*	1
SDI 410	Practicum IV*	<u>3</u>
Session Total		6

Total program credit hours	29-35
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Mammography (MAM) Credentialing Course of Study

Sixty-four (64 credit hours) are transferred into the program from the student's primary imaging ARRT certification. The Mammography program is offered as a 26-week program.

Fall Semester			Credit Hours
MAM	302	Mammographic Positioning and Technique I	2
MAM	304	Mammographic Anatomy and Pathology	3
MAM	306	Mammographic Physics and Instrumentation	2
MAM	308	Mammographic Quality Control	3
SDI	340	Practicum I	<u>3</u>
Semester Total			13
Spring Intersession			Credit Hours
SDI	360	Practicum II	<u>1</u>
Session Total			1
Spring Semester			Credit Hours
MAM	310	Mammographic Positioning and Technique II	3
SDI	320	Advanced Digital Imaging & Informatics	2
SDI	364	Specialty Imaging Capstone I	3
SDI	400	Practicum III	<u>3</u>
Semester Total			11
Total program credit hours			25

Magnetic Resonance Imaging (MRI) Credentialing Course of Study

Up to sixty-four (64) credit hours are transferred into the program from the student's primary imaging ARRT certification or academic degree. Primary and post-primary pathways are available depending on the student's academic background. The Magnetic Resonance program is offered as a 32-week program.

Fall Semester			Credit Hours
SDI	302	Specialty Imaging Sectional Anatomy	2
SDI	304	Specialty Imaging Pathology	2
SDI	314	Patient Care and Safety	3
SDI	340	Practicum I	3
MRI	300	MRI Physics and Instrumentation	<u>3</u>
Semester Total			13

Spring Intersession		Credit Hours
SDI 360	Practicum II	<u>1</u>
Session Total		1

Spring Semester			Credit Hours
MRI	306	MRI Imaging Procedures	2
SDI	300	Specialty Imaging Ethics*	3
SDI	320	Advanced Digital Imaging & Informatics	2
SDI	364	Specialty Imaging Capstone I	3
SDI	401	Practicum III	<u>3</u>
Semester Total			10-13

**Required course for primary pathway only*

Total program credit hours **24-27**

Diagnostic Medical Sonography-Echo Extension Post-Baccalaureate Certificate Course of Study

Students entering the Diagnostic Medical Sonography-Echo extension post-baccalaureate certificate must have graduated from an accredited Diagnostic Medical Sonography program and have earned a Bachelor of Science degree. This program is a 26-week program.

Fall Semester		Credit Hours
ECH 300	Cardiovascular Physics & Instrumentation	3
ECH 304	Cardiovascular Anatomy & Pathology I	4
ECH 306	Echocardiographic Image Acquisition	2
SDI 314	Patient Care and Safety	3
SDI 340	Practicum I	<u>3</u>
Semester Total		15
Spring Intersession		Credit Hours
SDI 360	Practicum II	<u>1</u>
Session Total		1
Spring Semester		Credit Hours
ECH 311	Cardiovascular Anatomy & Pathology II	3
SDI 364	Specialty Imaging Capstone	3
SDI 400	Practicum III	<u>3</u>
Semester Total		9
Total Program Credit Hours		25

ADMINISTRATIVE CLINIC PROFESSIONS PROGRAMS (ACP) OVERVIEW

The Administrative Clinic Professions (ACP) program offers an Associate of Science in Medical Assisting (ASMA) degree and a certificate program in Medical Billing/Coding. The certificate in Medical Billing and Coding is not eligible for federal financial aid. Beginning in the Fall of 2017, the Billing and Coding program will no longer accept new students. Students currently in the program will be allowed to continue their program of study requirements.

Philosophy

Administrative Clinic Professions (ACP) programs are designed to provide students a quality educational environment that promotes professionalism, effective communication, critical thinking and specific skill sets within the chosen areas of study.

The Administrative Clinic Professions encourages students to become active learners through a variety of learning experiences. The programs provide classroom instruction and practicum experiences that adequately prepare students for their specific professional disciplines.

ASSOCIATE OF SCIENCE IN MEDICAL ASSISTING (ASMA)

Medical Assistants are multi-skilled health professionals prepared to perform various administrative and clinical duties in a health care facility.

Cox College is formally recognized by American Medical Technologists (AMT), a national certification agency for allied health professionals. Students completing the Medical Assisting Program are eligible to sit for the appropriate AMT examination.

Program Outcomes

- Demonstrate general knowledge of medical terminology, anatomy, physiology, human diseases, and pharmacology.
- Demonstrate effective communication skills when working with patient, family members, and other health professionals.
- Demonstrate competency in medical assisting administrative and clinical procedures.
- Demonstrate knowledge of the importance personal and professional development.
- Demonstrate job readiness by completing a resume and mock interview as well as successfully completion the medical assisting practicum.

Applying to the Medical Assisting Program

To apply to the Medical Assisting Program, a candidate must complete admissions procedure to Cox College.

Medical Assisting Program - Admission and Selection Criteria

Candidates are considered for admission into the Medical Assisting Program based on the completion of Cox College application requirements and prior academic performance. Once a candidate has been notified of an offer for admission into the Medical Assisting Program, a nonrefundable acceptance fee (includes background check and drug screen) must be submitted. After receipt of this fee, the student may register for classes according to the Academic Calendar. A positive drug screen or compromised background check may result in rescinding the student's acceptance into the program.

Requirements Prior to the Medical Assisting Program

Verification of immunizations and additional requirements (see Admissions – Requirements prior to first department specific course) must be provided by all Medical Assistant students prior to the start of the first Medical Assisting course.

Progression Requirements

To successfully progress through the Medical Assisting Program, students must demonstrate safe, responsible, and professional conduct and meet the following academic standards:

- A grade of "C" or better in all Medical Assisting core courses.

Successful completion of the theory and laboratory components of medical assisting courses is required. If a student is unsuccessful in the theory component but passes the laboratory component of course, both sections must be repeated. If a student is successful in the theory component of class but unsuccessful in the laboratory component of the course, both sections must be repeated.

If progression in the Medical Assisting program is interrupted for this or any reason, enrollment will be resumed on a space-available basis.

If a student chooses to sit for the Registered Medical Assisting (RMA) exam after completing the required 33 credit hours of core medical assisting courses, a request to receive a “Letter of Completion” must be submitted to the Registrar.

Repeating a Medical Assisting Course

Enrollment in the repeated course will be on a space-available basis. The student’s GPA will reflect the grade when the course is repeated. If a student withdraws prior to the last day to withdraw without receiving a grade, then that withdrawal is not counted as a repeat course. A repeated course cannot be taken as an independent study.

Prerequisite and Corequisite Course

A Prerequisite course is one that is successfully completed before taking the subsequent course. A Corequisite course is required to be taken with another course.

Medical Assisting Core – 33 Credit Hours

MACC 103 Introduction to Medical Assisting (1)
MACC 111 Human Diseases (3)
MACC 117 Introduction to Anatomy and Physiology (3)
MACC 118 Medical Terminology (3)
MACC 119 Introduction to Pharmacology (2)
MACC 153 Clinical Medical Assisting I (2)
MACC 154 Clinical Medical Assisting I Lab (2)
MACC 163 Administrative Medical Assisting (2)
MACC 164 Administrative Medical Assisting Lab (1)
MACC 173 Clinical Medical Assisting II (2)
MACC 174 Clinical Medical Assisting II Lab (2)
MACC 183 Administrative Medical Assisting II (2)
MACC 184 Administrative Medical Assisting II Lab (1)
MACC 280 Medical Assisting Capstone (3)
MACC 290 Medical Assisting Practicum (4)

Students outside of Cox College with an approved medical assisting credential (CMA or RMA) may transfer up to 33 credit hours (medical assisting core courses) towards the ASMA degree.

Medical Assisting General Education (27 Credit Hours)

These courses are selected to coincide with ASR, ASN, BSN, BSDI, and MDCO curriculum requirements as much as possible. Students should choose a minimum of 27 credit hours from these courses. Four courses are required (10 credit hours) and the remaining 17 credit hours are selected by the student from the below elective courses.)

Required General Education Courses (10 Credit Hours)

ENGL 150 English Composition (3)

INFM 160 Computer Resources (1)

MATH 150 Intermediate Algebra (3) or MATH 160 College Algebra (3)

PSYC 101 Introduction to Psychology (3)

Elective General Education Courses (Choose 17 Credit Hours Minimum from this list):

BIOL 205 Human Anatomy (4)

BIOL 206 Human Physiology (4)

BIL 207 Anatomy & Physiology Refresher (2)

BIOL 208 Microbiology (4)

BIOL 302 Principles of Human Nutrition (3)

BIOL 382 Pathophysiology (3)

CCPL 100 Promoting Learning and Ultimate Success (1)

CHEM 103 Fundamentals of Chemistry (4)

ENGL 207 Expository Writing (3)

GOVT 101 Government and Politics in the United States (3)

GSTU 101 Introduction to Computers and Software (3)

HUMN 235 Common Reader (1)

MACC 215 Electronic Health Records (2)

MACC 318 Health Information Management, etc. (3)

MACC 328 Health Care Delivery Systems (2)

MACC 338 Health Care Reimbursement and Insurance (2)

MATH 227 Introductions to Statistics (3)

MDCO 122 ICD-10-CM/PCS Coding Systems (3)

MDCO 130 ICD-10-PCS Root Procedures (2)

MDCO 141 CPT Coding I (2)

MDCO 145 CPT Coding II (1)

PHIL 201 Introduction to Philosophy (3)

PHYS 201 Principles of Physics (4)

PSYC 230 Lifespan Development (3)

SOCI 101 Introduction to Sociology (3)

SOCI 304 Global Awareness and Cultural Diversity (3)

Medical Assisting Core Courses

33 Credit Hours

General Education Courses

27 Credit Hours

Total ASMA Degree Requirements

60 Credit Hours

Medical Assisting Core Suggested Plan of Study

Example 1 (Fall Start)

Fall 1 (20 Credit Hours)

INFM 160 Computer Resources (1)
MACC 103 Introduction to Medical Assisting (1)
MACC 111 Human Diseases (3)
MACC 117 Introduction to Anatomy and Physiology (3)
MACC 118 Medical Terminology (3)
MACC 119 Introduction to Pharmacology (2)
MACC 153 Clinical Medical Assisting I (2)
MACC 154 Clinical Medical Assisting I Lab (2)
MACC 163 Administrative Medical Assisting I (2)
MACC 164 Administrative Medical Assisting I Lab (1)

Spring 1 (14 Credit Hours)

MACC 173 Medical Assisting II (2)
MACC 174 Clinical Medical Assisting II Lab (2)
MACC 183 Administrative Medical Assisting II (2)
MACC 184 Administrative Medical Assisting II Lab (1)
MACC 280 Medical Assisting Capstone (3)
MACC 290 Medical Assisting Practicum (4)

Fall 2 (13 Credit Hours)

CHEM 103 Fundamentals of Chemistry (4)
BIOL 302 Principles of Human Nutrition (3)
ENGL 150 English Composition (3)
PSYC 101 Introduction to Psychology (3)

Spring 2 (13 Credit Hours)

BIOL 208 Microbiology (4)
MATH 150 Intermediate Algebra (3)
PHIL 201 Introduction to Philosophy (3)
SOC 101 Introduction to Sociology (3)

Example 2 (Spring Start)

Spring 1 (20 Credit Hours)

INFM 160 Computer Resources (1)
MACC 103 Introduction to Medical Assisting (1)
MACC 111 Human Diseases (3)
MACC 117 Introduction to Anatomy and Physiology (3)
MACC 118 Medical Terminology (3)
MACC 119 Introduction to Pharmacology (2)
MACC 173 Medical Assisting II (2)
MACC 174 Clinical Medical Assisting II Lab (2)
MACC 183 Administrative Medical Assisting II (2)
MACC 184 Administrative Medical Assisting II Lab (1)

Fall 1 (14 Credit Hours)

MACC 153 Clinical Medical Assisting I (2)
MACC 154 Clinical Medical Assisting I Lab (2)
MACC 163 Administrative Medical Assisting I (2)
MACC 164 Administrative Medical Assisting I Lab (1)
MACC 280 Medical Assisting Capstone (3)
MACC 290 Medical Assisting Practicum (4)

Spring 2 (13 Credit Hours)

CHEM 103 Fundamentals of Chemistry (4)
BIOL 302 Principles of Human Nutrition (3)
ENGL 150 English Composition (3)
PSYC 101 Introduction to Psychology (3)
Fall 2 (13 Credit Hours)
MACC 299 Medical Assisting Capstone (3)

Fall – 2 (13 Credit Hours)

BIOL 208 Microbiology (4)
MATH 150 Intermediate Algebra (3)
PHIL 201 Introduction to Philosophy (3)
SOC 101 Introduction to Sociology (3)

ASMA to ASN/BSN-E Bridge

The following is the bridge program between the Associate of Science in Medical Assisting (ASMA) and the Associate of Science in Nursing (ASN) and/or the Bachelor of Science in Nursing (BSN). This bridge only applies to Cox College ASMA Program graduates and last semester students. To apply applicants must meet all of the academic policies and qualifications of the desired program. Admission to the bridge program will be based on successfully completing the ASMA program by the start of the bridge program.

The college will guarantee a maximum of five entry positions for the fall and spring cohorts between the ASN and BSN-E programs.

Students bridging from the ASMA to ASN/BSN-E program must:

- Be a graduate of the Cox College ASMA program.
- Meet the minimum program qualifications for desired program you are applying.

See ASN/BSN-E Track Requirements.

ASMA to ASR/BSDI (MRI/DMS) Bridge

The bridge program exists between the Associate of Science in Medical Assisting (ASMA) and the Associate of Science in Radiography (ASR) and/or Bachelor Degree in Diagnostic Imaging (MRI or DMS primary pathways only). This bridge only applies to Cox College ASMA Program graduates and last semester students. To apply applicants must meet all of the academic radiography policies and qualifications of the desired program. Admission to the bridge program will be based on successfully completing the ASMA program by the start of the bridge program.

Students bridging from the ASMA to ASR or BSDI (MRI or DMS primary pathways only) must:

- Be a graduate of the Cox College ASMA program.
- Meet the minimum program qualifications for desired program you are applying.

See ASR/BSDI (MRI/DMS) Degree Track Requirements.

ASMA to MDCO Bridge

The bridge program exists between the Associate of Science in Medical Assisting (ASMA) and the Medical Billing/Coding Certificate (MDCO) program. This bridge only applies to Cox College ASMA program graduates and last semester students. To apply applicants must meet all of the academic policies and qualifications of the desired program. Admission to the bridge program will be based on successfully completing the ASMA program by the start of the bridge program.

Students bridging from the ASMA to MDCO must:

- Be a graduate of the Cox College ASMA program.
- Meet the minimum program qualifications for desired program you are applying.

See MDCO Certificate Track Requirements.

MEDICAL BILLING/CODING CERTIFICATE

Beginning in the Fall of 2017, the Billing and Coding program will no longer accept new students. Students currently in the program will be allowed to continue their program of study requirements.

Cox College awards a certificate in Medical Billing/Coding. A Medical Billing and Coding specialist analyzes health care records and assigns codes to medical data. The codes classify diagnoses, treatments, and procedures for use in medical research, reimbursement and health care planning.

Outcome Criteria

Upon completion of the program of study, the certificate recipient will be able to:

- Understand medical terminology, laboratory, anatomy, physiology and pharmacology as it relates to body systems and disease processes.
- Explain purposes of diseases and operations classification and nomenclatures.
- Demonstrate knowledge of basic concepts and coding principles of ICD-10-CM, ICD-10-PCS, and CPT, and apply knowledge of disease process and health record documentation to accurately assign and/or verify the correct codes to specific diagnoses and procedures.
- Identify correct sequence codes.
- Validate coding accuracy and use of clinical information in examination and evaluation of third-party billing and/or payment.
- Understand reimbursement design concepts in examination and evaluation of third-party billing and/or payment.
- Understand what coding accuracy is in relation to compliance with federal and regulatory requirements.
- Utilize and refer to various references in coding.

Requirements for Progression

To successfully progress through the Medical Billing/Coding certificate program, students must demonstrate safe, responsible and professional conduct, and meet the following academic standards:

- A grade of 75% or better in all MDCO core courses

Certificate Requirements

Certificate requirements must be met within three (3) years of admission into the Medical Billing/Coding certificate program. A student who withdraws or does not achieve a grade of 75% or higher in any corequisite course will not be allowed to progress to the next Medical Billing/Coding course until the corequisite requirement is successfully completed. If withdrawal of a corequisite course occurs, withdrawal in the concurrent Medical Billing/Coding course will also be required. If progression in the Medical Billing/Coding certificate program is interrupted for this or any reason, enrollment will be resumed on a space-available basis.

There are a total of 38 credit hours required for completion of the Medical Billing/Coding certificate.

Certificate Requirements

MDCO 111	Human Diseases	3 Credit Hours
MDCO 117	Introduction to Anatomy & Physiology	3 Credit Hours
MDCO 118	Medical Terminology	3 Credit Hours
MDCO 119	Introduction to Pharmacology	2 Credit Hours
MDCO 122	ICD-10-CM/PCS Coding Systems	3 Credit Hours
MDCO 130	ICD-10-PCS Root Procedures	2 Credit Hours
MDCO 141	CPT Coding I	2 Credit Hours
MDCO 145	CPT Coding II	1 Credit Hours
MDCO 215	Electronic Health Records	2 Credit Hours
MDCO 260	Advanced Coding	4 Credit Hours
MDCO 271	Medical Billing/Coding Practicum	4 Credit Hours
MDCO 272	Medical Coding Capstone	2 Credit hours
MDCO 318	Health Information Management, Ethics and Medical Law	3 Credit Hours
MDCO 328	Healthcare Delivery Systems	2 Credit Hours
MDCO 338	Healthcare Reimbursement/Insurance	2 Credit Hours

Medical Billing/Coding Program Suggested Course of Study

Semester 1	Credit Hours
Medical Terminology	3
Introduction to Anatomy & Physiology	3
Human Disease	3
Introduction to Pharmacology	<u>2</u>
Semester Total	11
Semester 2	Credit Hours
Healthcare Delivery Systems	2
Electronic Health Records	2
ICD-10-CM/PCS Coding	3
Health Information Management, Ethics, and Medical Law	3
ICD-10-PCS Root Procedures	<u>2</u>
Semester Total	12
Semester 3	Credit Hours
CPT Coding I	2
CPT Coding II	1
Advanced Coding	4
Healthcare Reimbursement and Insurance	<u>2</u>
Semester Total	9
Semester 4	Credit Hours
Medical Billing/Coding Practicum	4
Medical Coding Capstone	<u>2</u>
Semester Total	6
Program Total	38

Medical Billing/Coding Prerequisites and Corequisites

Course	Prerequisite (If enrollment is not maintained, coding course must be dropped)	Prerequisite/Corequisite
MDCO 118		
MDCO 117		
MDCO 111		
MDCO 119		
MDCO 318		
MDCO 328		
MDCO 215		
MDCO 122	MDCO 111, 117 ,118, 119	MDCO 215, 318 ,328
MDCO 130	MDCO 111,117,118, 119	MDCO 122, 215, 318, 328
MDCO 141	MDCO 111,117,118,119, 122, 130	MDCO 141, 215, 318, 328
MDCO 145	MDCO 111, 117, 118, 119, 122, 130	MDCO 141, 215, 318, 328
MDCO 260	MDCO 111, 117, 118, 119, 122, 130, 141, and 145	MDCO 215,318,328, 338
MDCO 270	MDCO 111,117,118,119, 120, 130, 141, 145, and 260	MDCO 215, 318, 328, 338
MDCO 272	MDCO 111, 117, 118, 119, 122, 130, 141, 145, 260, and 271	MDCO 215, 318, 328, 338

DIVISION OF INTERPROFESSIONAL RESEARCH AND GRADUATE STUDIES OVERVIEW

The Division of Interprofessional Research & Graduate Studies (IPRGS) offers three degree options: the Master of Science in Nursing (MSN), Master of Science in Nutrition Diagnostics (MND), and the Master of Science in Occupational Therapy (MSOT).

Mission

The Cox College Interprofessional Graduate Programs are committed to excellence in preparing advanced health care practitioners who implement research and critical thinking to deliver evidence-based care in an interprofessional environment.

MASTER OF SCIENCE IN NURSING (MSN)

Mission

To provide excellence in educational programs that prepares nurses at the master's levels.

Philosophy of Nursing

The faculty of Cox College has chosen the following concepts to be included in the philosophy: human beings, society, health, nursing, learning and nursing education.

Human beings are unique holistic individuals with intrinsic value, having the right to be treated with respect and dignity from conception to end of life. Humans influence and are influenced by two interrelated forces, the internal and external environments. The internal environment consists of biological, psychosocial, and spiritual factors, whereas the external environment consists of socio-cultural, political, economic, physical and technological factors. Humans have rational power and personal values that affect self, others and environment, and have a right to be treated with respect and dignity. Human beings are social beings who constitute groups, with groups forming societies.

Society, characterized by cultural norms, beliefs and mores, defines the rights and responsibilities of its citizens and communities. Social organization allows procurement of benefits and resources for individuals and groups that might not be otherwise realized. Social organization addresses distribution of limited resources such as health care seeking to provide the highest benefit for greatest number as an ongoing imperative.

Health is a dynamic state in which the individual is constantly adapting to changes in the internal and external environment. A state of health is viewed as a point existing on a continuum from wellness to death. The meaning of health varies with the perception of each human being. The purpose of the health care delivery system is to assist individuals in achieving their optimal wellness and a state of being, by utilizing a multidisciplinary approach that is sensitive to both environmental resources and constraints.

Nursing is a synergy of art and science. The science of nursing is based on principles and theories of nursing, behavioral, and natural sciences, which embody knowledge, skills and professional values, which are applied in a caring manner. The art of nursing, grounded in the humanities, is exemplified by the characteristics of caring that include commitment, authenticity, advocacy, responsiveness, presence, empowerment and competence. Nurses accept and respect cultural differences and develop skills to provide ethical, compassionate care.

The goals of nursing practice are to promote wellness, prevent illness, restore health and facilitate healing. Nursing process provides the framework for decision making and problem solving. Recipients of nursing care may be individuals, families, groups or communities. Nurses practice within legal, ethical and professional standards in the health care delivery system. A variety of nursing roles and practice settings offer nurses the opportunity to collaborate within a complex system while making a unique contribution. As a vital humanitarian service within society, nurses function in the interrelated roles of provider, manager, leader and research scholar.

Learning is a lifelong process influenced by conditions in the environment. Evidenced by changes in behavior, learning involves development in the cognitive, affective and psychomotor domains.

Students are expected to be self-directed, goal-oriented and actively involved in the learning process. Faculty facilitates the learning process by creating a flexible environment and planning goal-oriented experiences. Respect for individuality, freedom of expression, shared decision making and mutual trust promote reciprocal relationships and create an optimal learning environment. Faculty accepts responsibility for acting as role models and stimulating intellectual curiosity, critical thinking, self-awareness and promoting lifelong learning.

Nursing education prepares individuals to perform at various levels of decision making, which range from those based on accepted nursing knowledge, skills and values to those that require a complex organization of these components. Nursing knowledge which is further supported by evidence is foundational to professional nursing and is emphasized at all levels of nursing education. Each level of nursing education is valued for their contributions and collaborative work to achieve unity of effort. Faculty value educational mobility and individual choice in educational pathways.

Graduate education in nursing further prepares registered nurses who have professional knowledge and experience in leadership, advanced practice and education. The graduate program builds upon a foundational baccalaureate education by providing opportunities for professional registered nurses to develop expertise in the role of family nurse practitioner (FNP) or nurse educator (NE). These advanced practice roles provide a portal for meeting the needs of an evolving health care delivery system. Core graduate coursework facilitates dialogue within the interrelated context of clinical practice and education.

Cox College's MSN program was designed for the working nurse and can be completed in 18-22 months of fulltime study. The course work is primarily online with limited seated attendance.

The MSN degree offers 36-42 credit hours for completion of both the core and track courses to complete the degree. Upon completion of the degree, the graduate is eligible to sit for the national certification exam as a Family Nurse Practitioner, or Nurse Educator.

The MSN program at Cox College offers post-master certificates as a Family Nurse Practitioner or Nurse Educator. These programs are designed for the MSN who would like to further specialize in either track. These programs offer 15-21 credit hours for completion.

Program Tracks

Family Nurse Practitioner track prepares baccalaureate registered nurses seeking to become Advance Practice Nurses who provide primary health care to clients across the life-span. Admission for this track is in the fall or spring semesters.

Nurse Educator track prepares baccalaureate registered nurses who aspire to an educator role in colleges or university nursing programs or other health care organizations. Admissions for this track are fall or spring semesters.

MSN Graduate Outcomes

At the conclusion of the MSN program, graduates will be able to demonstrate the following track-specific graduate outcomes:

1. The graduate will demonstrate ethical conduct and decision making within their specific healthcare practice area.
2. The graduate will integrate role specific practice expertise in the advancement of nursing science.

3. The graduate will communicate effectively with multidisciplinary professionals within healthcare and educational systems, while adhering to the ethical use of communication technologies.
4. The graduate will implement team-building strategies that utilize evidence-based research to create partnerships, improve patient care, and fully collaborate within nursing and across disciplines.
5. The graduate will be able to analyze current and emerging technologies to support safe practice environments and to optimize quality care outcomes.
6. The graduate will recognize cultural diversity and create a climate of patient-centered care (within the context of family and community), built upon mutual respect, empathy and collaboration.
7. The graduate will understand the role of health policy and integrate that knowledge in improving the health of the public and the profession of nursing.

Applying to the Master of Science in Nursing Program

To apply to the MSN program, a candidate must:

1. Complete Cox College Graduate application.
2. Submit a nonrefundable application fee of \$50. If you are a Cox College or Burge graduate, you are not required to pay the \$50 fee.
3. Complete your FAFSA application at www.fafsa.ed.gov. Our school code is 013877. Contact the Financial Aid Office at 417-269-3401 for assistance.
4. Submit official transcripts from all regionally accredited post-secondary institutions attended.
5. Have a cumulative GPA of 3.0 or greater on professional component courses (BSN level work).
6. Students with a GPA less than 3.0 but greater than 2.5 may be granted provisional acceptance for one semester or minimum of six credit hours, upon the discretion of faculty.
7. Submit a copy of current RN licensure (un-encumbered).
8. Submit a copy of your updated Curriculum Vitae (CV).
9. Submit two letters of recommendation.
 - a) One letter must be from a direct supervisor or faculty member, speaking to your experience and likely success in the program.
 - b) One letter must be from a physician, whom you've collaborated with, speaking to your likely success as an FNP or NE.
10. Submit an essay addressing track specific issues. Submission of the essay needs to be in APA format; scholarly references are expected. No greater than 500 words.
 - a) FNP track: Discuss the scope of practice, collaboration, and prescriptive authority of the rural Family Nurse Practitioner.
 - b) NE track: Summarize your philosophy of teaching. Utilize four of the NLN core components for nursing education.
11. Once your file is complete, you will be contacted to schedule a phone or in-person interview.

Application deadlines for the FNP/NE program

Fall—March 1

Spring—September 15

Post-Master Application

To apply to the MSN, a post-master's candidate must:

1. Complete a Master of Science in Nursing (MSN) degree from a regionally accredited institution.
2. Completed MSN Core Courses (within the last five (5) years):
 - a) Advanced Pharmacology
 - b) Advanced Physical Assessment
 - c) Advanced Physiology and Pathophysiology
3. Completion of all the MSN graduate application requirements (as listed above).

Once accepted:

1. Proof of Immunizations will be required. Additional listing of requirements can be found in the Admissions section of this Catalog. This information will also be sent after acceptance into the program.
2. Submit a copy of current AHA BLS for Health Care Provider Certification.
3. Submit a list of clinical preceptors for chosen plan of study.

MSN Program - Admission and Selection Criteria

Candidates are considered for admission into the MSN program based on the completion of Cox College application requirements. Once a candidate has been notified of an offer for admission into the MSN program, a nonrefundable acceptance fee (includes background check and drug screen) must be submitted. After receipt of this fee, the student may register for classes according to the Academic Calendar. A positive drug screen or compromised background check may result in rescinding the student's acceptance into the program.

Requirements Prior to the MSN Program

- Verification of immunizations and additional requirements (see Admissions – Requirements prior to first department-specific course.) must be provided by all MSN students **prior** to the start of the first graduate course.
- Current and maintained unrestricted RN license.
- Annual education on Blood Borne Pathogens.
- Up-to-date vaccinations while in the program.

Recommendations of the MSN Program

- Obtain associate (student) membership in AANP or NLN (if NE).
- Professional activities attendance (APNO, NLN conferences, etc.)
- Working part-time or PRN while in school (we recommend against full-time employment).
- Relevant clinical nursing experience for at least a year prior to starting MSN courses.
- Devoting adequate study time of at least three hours per week for each credit hour taken.
 - Example: taking 9 credit hours=at least 27 hours of study time per week.

Grade Requirements for Progression in MSN Program

To successfully progress through the MSN program, students must demonstrate safe, responsible, and professional conduct and meet the following academic standard:

- A final course grade of 85% or above is required to progress in the MSN program.
- Grades of 84.99% and below are not considered passing.
- Students are permitted one grade of 70% to 84.99% and it must be repeated.
- The cumulative GPA must not fall below 3.0. (See Probation Policy below).

- Students with a second final course grade of 70-84.99% or those with any final course grade of 69.99% or below cannot be repeated. In addition, the student will be dismissed from the MSN program at Cox College at that time.
- Students must receive a passing (P) final grade in corresponding clinical courses in order to progress in the MSN program.
- Failure to do so will require the student to repeat the clinical course prior to progressing and is subject to the same progression standards as listed above.
- If a student earns more than one failing (F) grade in a clinical course, they will be dismissed from the MSN program.

Probation Policy

Students whose cumulative GPA drops below 3.0 will automatically be placed on academic probation. Students on academic probation must bring their cumulative GPA up to a 3.0 or greater by the end of the following semester they are placed on academic probation. Failure to do so will mean dismissal from the program.

Requirements for Progression

To successfully progress through the MSN Program, students must demonstrate safe, responsible and professional conduct.

Repeating a MSN Course

Only one course of a 70%-84.99% grade may be repeated to remain in the MSN program. Enrollment in the repeated course will be on a space-available basis. The student's GPA will reflect the grade when the course is repeated. A repeated course cannot be taken as an independent study.

Graduation Requirements

Every candidate for a degree is responsible for meeting all the requirements for graduation. The responsibility for understanding and meeting graduation requirements rests entirely with the student.

Requirements for graduation with the Master's degree include:

- The satisfactory completion of all courses listed in the student's approved program.
- A cumulative graduate GPA of 3.0 or greater.
- Completion of all approved program courses within five (5) years of admission to the MSN program.
- Completion of end of program assessments.

Deadline for applying for graduation is published on the Academic Calendar available on the Web site. If a student does not complete the final course requirements, a new program application must be submitted.

Master of Science in Nursing (MSN) Degree Requirements

<u>Course Number</u>	<u>Course Name</u>	<u>Credit Hours</u>
MSN 502	Leadership in Health Care and Nursing Education Systems	3
MSN 504	Advanced Physiology and Pathophysiology	3
MSN 506	Ethical and Legal Practice in Health Care	3
MSN 508	Role of the Advanced Practice Nurse I^	1
MSN 510	Advanced Pharmacology	3
MSN 512	Advanced Physical Assessment (includes 60 clinical hours)	3
MSN 525	Evidence-based Practice (EBP) in Health Care	4
MSN 528	EBP Project Design & Implementation	1
MSN 529	EBP Project Design & Implementation	1
MSN 604	Educational Theory and Practice*	3
MSN 608	Instructional Strategies and Technologies*	3
MSN 615	Nurse Educator Practicum 1*	3
MSN 616	Nurse Educator Practicum II*	6
MSN 620	Health Promo/Prevention in Primary Care (HPPPC) I^ Adult through Aging	3
MSN 621	HPPPC I Clinical Practicum (includes 180 clinical hours) ^	3
MSN 622	Health Promo/Prevention in Primary Care (HPPPC) II^ Women's Health/Reproductive	3
MSN 623	HPPPC II Clinical Practicum (includes 60 clinical hours) ^	1
MSN 624	Health Promo/Prevention in Primary Care (HPPPC) III^ Newborn to Adolescent	3
MSN 625	HPPPC III Clinical Practicum (includes 120 clinical hours) ^	2
MSN 626	Role of the Advance Practice Nurse II^	1
MSN 628	Advance Practice Practicum & Research^ (includes 240 clinical hours)	4

NOTE: MSN program core courses have a 500 number and the MSN “track” courses have a 600 number. MSN 508 (not a core course) a track course for FNP may be used as an elective for the NE track.

^Family Nurse Practitioner Track * Nurse Educator Track

MSN Prerequisites* and Corequisites**

The MSN student is responsible for having the appropriate prerequisites prior to enrollment in a course. Course registration will be cancelled if the appropriate prerequisites have not been completed. All courses must be taken in sequence according to the program plan of study, and passed with a progression grade of an 85% or higher. Any questions or concerns regarding the prerequisites should be answered by consulting with the student's academic advisor.

Course	MSN Course #	Prerequisite(s)	Pre/Corequisites
Leadership in Health Care and Nursing Education Systems	502	Undergraduate Leadership or Equivalent	NONE
Advanced Physiology and Pathophysiology	504	Undergraduate Pathophysiology or Equivalent	
Ethical and Legal Practice in Health Care	506	Undergraduate Ethics or Equivalent	
Role of the Advanced Practice Nurse I	508 (FNP)	Current RN-BSN or Admission to MSN	
Advanced Pharmacology	510	Undergraduate Pharmacology or Equivalent (if student did not have discrete undergraduate course, strongly encouraged discussion with advisor)	
Advanced Physical Assessment	512	Undergraduate Assessment or Equivalent	
Advanced Physical Assessment Practicum	513	UNDERGRADUATE ASSESSMENT OR EQUIVALENT	
Evidence-Based Practice in Health Care	525	MATH 227 & Undergraduate Research or Equivalent	
EBP Project Design & Implementation	528	MSN 525 or Equivalent	
EBP Project Design & Implementation	529	MSN 528 or Equivalent	
Educational Theory and Practice	604 (NE)	Admission to Graduate Program	
Instructional Strategies and Technologies	608 (NE)	Admission to Graduate Program	
Nurse Educator Practicum and Research I	615 (NE)	502, 504, 506, 510, 512, 608	525, 604
Nurse Educator Practicum and Research II	616 (NE)	502, 504, 506, 510, 512, 608, 615	525, 604, 615
Health Promotion/Prevention in Primary Care: Adult through Aging	620 (FNP)	504, 510, 512	621
Health Promotion/Prevention in Primary Care: Adult through Aging Practicum	621(FNP)		620
Health Promotion/Prevention in Primary Care: Women's Health/Reproductive	622 (FNP)	504, 510, 512, 620, 621	623, 624, 625
Health Promotion/Prevention in Primary Care: Women's Health/Reproductive Practicum	623 (FNP)		623, 624, 625

Health Promotion/Prevention in Primary Care: Newborn to Adolescent	624 (FNP)		623, 624, 625
Health Promotion/Prevention in Primary Care: Newborn to Adolescent Practicum	625 (FNP)		623, 624, 625
Role of the Advanced Practice Nurse II	626 (FNP)	504, 508, 510, 512, 620, 621, 622, 623, 624, 625	628
Advance Practice Practicum and Research	628 (FNP)	504, 510, 512, 620, 621, 622, 623, 624, 625	625, 626

* A prerequisite is defined as a course that **must** be completed before acceptance into a higher-level course.

* A Pre/Corequisite is defined as a course that may be taken **prior to OR simultaneously** with the higher-level course.

Master of Science Family Nurse Practitioner (FNP) Track

Note: list is based upon full-time two-year Family Nurse Practitioner (FNP) and Nurse Educator (NE) course loads. Part-time students may have variations and will be determined with advisor.

Suggested Two-Year Plan of Study (Fall Admission)

Year 1

Fall Semester		Spring Semester	
MSN 504 Adv. Patho (16 weeks)	3	MSN 506 Ethical/Legal (8 weeks)	3
MSN 508 Role of APN (8 weeks)	1	MSN 525 EBP in Health Care (16 weeks)	4
MSN 510 Adv. Pharm (16 weeks)	3	MSN 620/621 Adult to Aging practicum (16 weeks and 180 clinical hours)	6
MSN 512/513 Adv. Assessment (16 weeks and 60 clinical hours)	3		
MSN 502 Leadership (8 weeks)	3		
	13		13

Year 2

Fall Semester		Spring Semester	
MSN 528 EBP Project Design & Implementation (16 weeks)	1	MSN 529 EBP Project Design & Implementation (16 weeks)	1
MSN 622/623 Women's Health practicum (16 weeks and 60 clinical hours)	4	MSN 626 Role of APN II (8 weeks)	1
MSN 624/625 Newborn to Adolescent practicum (16 weeks and 120 clinical hours)	5	MSN 628 Adv. Practice Practicum (16 weeks and 240 clinical hours)	4
	10		6

Total Credit Hours 42

MSN Program: Family Nurse Practitioner

Suggested Two-Year Plan of Study (Spring Admission)

Year 1

Spring Semester		Fall Semester	
MSN 504 Adv. Patho (16 weeks)	3	MSN 508 Role of APN (8 weeks)	1
MSN 506 Ethical/Legal (8 weeks)	3	MSN 525 EBP in Health Care (16 weeks)	4
MSN 510 Adv. Pharm (16 weeks)	3	MSN 620/621 Adult to Aging (16 weeks and 180 clinical hours)	6
MSN 512/513 Adv. Assessment (16 weeks and 60 clinical hours)	3		
	12		11

Year 2

Spring Semester		Fall Semester	
MSN 528 EBP Project Design & Implementation (16 weeks)	1	MSN 502 Leadership (8 weeks)	3
MSN 622/623 Women's Health Practicum (16 weeks and 60 clinical hours)	4	MSN 529 EBP Project Design & Implementation (16 weeks)	1
MSN 624/625 Newborn to Adolescent Practicum (16 weeks and 120 clinical hours)	5	MSN 626 Role of APN II (8 weeks)	1
		MSN 628 Adv. Practice Practicum (16 weeks and 240 clinical hours)	4
	10		9

Total Credit Hours 42

MSN Program: Family Nurse Practitioner

Suggested Part-Time Plan of Study (Fall Admission)

Year 1

Fall Semester		Spring Semester	
MSN 504 Adv. Patho (16 weeks)	3	MSN 506 Ethical/Legal (8 weeks)	3
MSN 508 Role of APN (8 weeks)	1	MSN 525 EBP in Health Care (16 weeks)	4
MSN 510 Adv. Pharm (16 weeks)	3		
	7		7

Year 2

Fall Semester		Spring Semester	
MSN 512/513 Adv. Assessment (16 weeks and 60 clinical hours)	3	MSN 620/621 Adult to Aging (16 weeks and 180 clinical hours)	6
MSN 502 Leadership (8 weeks)	3		
	6		6

Year 3

Fall Semester		Spring Semester	
MSN 528 EBP Project Design & Implementation (16 weeks)	1	MSN 529 EBP Project Design & Implementation (16 weeks)	1
MSN 622/623 Women's Health Practicum (16 weeks and 60 clinical hours)	4	MSN 626 Role of APN II (8 weeks)	1
MSN 624/625 Newborn to Adolescent Practicum (16 weeks and 120 clinical hours)	5	MSN 628 Adv. Practice Practicum (16 weeks and 240 clinical hours)	4
	10		6

Total Credit Hours 42

MSN Program: Family Nurse Practitioner

Suggested Part-Time Plan of Study (Spring Admission)

Year 1

Spring Semester		Fall Semester	
MSN 504 Adv. Patho (16 weeks)	3	MSN 502 Leadership (8 weeks)	3
MSN 506 Ethical/Legal (8 weeks)	3	MSN 508 Role of APN (8 weeks)	1
		MSN 525 EBP in Health Care (16 weeks)	4
	6		7

Year 2

Spring Semester		Fall Semester	
MSN 510 Adv. Pharm (16 weeks)	3	MSN 528 EPB Project Design & Implementation (16 weeks)	1
MSN 512/513 Adv. Assessment (16 weeks and 60 clinical hours)	3	MSN 620/621 Adult to Aging (16 weeks and 180 clinical hours)	6
	6		7

Year 3

Spring Semester		Fall Semester	
MSN 622/623 Women's Health Practicum (16 weeks and 60 clinical hours)	4	MSN 529 EBP Project Design & Implementation (16 weeks)	1
MSN 624/625 Newborn to Adolescent Practicum (16 weeks and 120 clinical hours)	5	MSN 626 Role of APN II (8 weeks)	1
		MSN 628 Adv. Practice Practicum (16 weeks and 240 clinical hours)	4
	9		6

Total Credit Hours 42

MSN Post-Master's Certificate, FNP
Full-Time Plan of Study (Fall Admission)

Year 1 Fall Semester	Credit hours	Year 1 Spring Semester	Credit hours
MSN 508 Role of the Advanced Practice Nurse I (if required) (8 weeks)	1	MSN 620/621 Health Promotion/Prevention in Primary Care: Adult through Aging (16 weeks and 180 clinical hours)	6
Year 2 Fall Semester		Year 2 Spring Semester	
MSN 622/623 Women's Health (16 weeks and 60 clinical hours)	4	MSN 626 Role of the Advance Practice Nurse II (8 weeks)	1
MSN 624/625 Promotion/Prevention in Primary Care: Newborn to Adolescent (16 weeks and 120 clinical hours)	5	MSN 628 Advanced Practicum and Research (16 weeks and 240 clinical hours)	4

Total Credit Hours: 21

MSN Post-Master's Certificate, FNP
Full-Time Plan of Study (Spring Admission)

Year 1 Spring Semester	Credit hours	Year 1 Fall Semester	Credit hours
MSN 620/621 Health Promotion/Prevention in Primary Care: Adult through Aging (16 weeks and 180 clinical hours)	6	MSN 508 Role of the Advanced Practice Nurse I (if required) (8 weeks)	1
Year 2 Spring Semester		Year 2 Fall Semester	
MSN 622/623 Women's Health (16 weeks and 60 clinical hours)	4	MSN 626 Role of the Advance Practice Nurse II (8 weeks)	1
MSN 624/625 Promotion/Prevention in Primary Care: Newborn to Adolescent (16 weeks and 120 clinical hours)	5	MSN 628 Advanced Practicum and Research (16 weeks and 240 clinical hours)	4

Total Credit Hours: 21

MSN Program: Nurse Educator

Suggested Two-Year Plan of Study (Fall Admission)

Year 1

Fall Semester		Spring Semester	
MSN 504 Adv. Patho (16 weeks)	3	MSN 506 Ethical/Legal (8 weeks)	3
MSN 510 Adv. Pharm (16 weeks)	3	MSN 525 EBP in Health Care (16 weeks)	4
MSN 512/513 Adv. Assessment (16 weeks and 60 clinical hours)	3	MSN 604 Ed. Theory/Practice (8 weeks)	3
	9		10

Year 2

Fall Semester		Spring Semester	
MSN 528 EBP Project Design & Implementation (16 weeks)	1	MSN 529 EBP Project Design & Implementation (16 weeks)	1
MSN 608 Instructional Strategies (8 weeks)	3	MSN 616 NE Practicum II (2 credit hours didactic and 4 credit hours practicum) (16 weeks and 240 clinical hours).	6
MSN 615 NE Practicum I (1 credit hour didactic and 2 credit hours practicum) (16 weeks and 120 clinical hours)	3		
MSN 502 Leadership (8 weeks)	3		
	10		7

Total Credit Hours 36

MSN Program: Nurse Educator

Suggested Two-Year Plan of Study (Spring Admission)

Year 1

Spring Semester		Fall Semester	
MSN 504 Adv. Patho (16 weeks)	3	MSN 512/513 Adv Assessment (16 weeks and 60 clinical hours)	3
MSN 506 Ethical/Legal (8 weeks)	3	MSN 525 EBP in Health Care (16 weeks)	4
MSN 510 Adv. Pharm (16 weeks)	3	MSN 604 Ed. Theory/Practice (8 weeks)	3
	9		10

Year 2

Spring Semester		Fall Semester	
MSN 528 EBP Project Design & Implementation (16 weeks)	1	MSN 502 Leadership (8 weeks)	3
MSN 608 Instructional Strategies (8 weeks)	3	MSN 529 EBP Project Design & Implementation (16 weeks)	1
MSN 615 NE Practicum I (1 credit hour didactic and 2 credit hours practicum) (16 weeks and 120 clinical hours)	3	MSN 616 NE Practicum II (2 credit hours didactic and 4 credit hours practicum) (16 weeks and 240 clinical hours).	6
	7		10

Total Credit Hours 36

MSN Program: Nurse Educator

Suggested Part-Time Plan of Study (Fall Admission)

Year 1

Fall Semester		Spring Semester	
MSN 504 Adv. Pathos (16 weeks)	3	MSN 506 Ethical/Legal (8 weeks)	3
MSN 510 Adv. Pharm (16 weeks)	3	MSN 604 Ed. Theory/Practice (8 weeks)	3
	6		6

Year 2

Fall Semester		Spring Semester	
MSN 512/513 Adv. Assessment (16 weeks and 60 clinical hours)	3	MSN 525 EBP in Health Care (16 weeks)	4
MSN 608 Instructional Strategies (8 weeks)	3	MSN 502 Leadership (8 weeks)	3
	6		7

Year 3

Fall Semester		Spring Semester	
MSN 528 EBP Project Design & Implementation (16 weeks)	1	MSN 529 EBP Project Design & Implementation (16 weeks)	1
MSN 615 NE Practicum I (1 credit hour didactic and 2 credit hours practicum) (16 weeks and 120 clinical hours)	3	MSN 616 NE Practicum II (2 credit hours didactic and 4 credit hours practicum) (16 weeks and 240 clinical hours)	6
	4		7

Total Credit Hours 36

MSN Program: Nurse Educator

Suggested Part-Time Plan of Study (Spring Admission)

Year 1

Spring Semester		Fall Semester	
MSN 504 Adv. Patho (16 weeks)	3	MSN 510 Adv. Pharm (16 weeks)	3
MSN 506 Ethical/Legal (8 weeks)	3	MSN 604 Ed. Theory/Practice (8 weeks)	3
	6		6

Year 2

Spring Semester		Fall Semester	
MSN 512/513 Adv. Assessment (16 weeks and 60 clinical hours)	3	MSN 502 Leadership (8 weeks)	3
MSN 608 Instructional Strategies (8 weeks)	3	MSN 525 EBP in Health Care (16 weeks)	4
	6		7

Year 3

Spring Semester		Fall Semester	
MSN 528 EBP Project Design & Implementation (16 weeks)	1	MSN 529 EBP Project Design & Implementation (16 weeks)	1
MSN 615 NE Practicum I (1 credit hour didactic and 2 credit hours practicum (16 weeks and 120 clinical hours)	3	MSN 616 NE Practicum II (2 credit hours didactic and 4 credit hours practicum) (16 weeks and 240 clinical hours)	6
	4		7

Total Credit Hours 36

MSN Post-Master's Certificate, Nurse Educator
Full-Time Plan of Study (Fall Admission)

Year 1 Fall Semester	Credit hours	Year 1 Spring Semester	Credit hours
		MSN 604 Educational Theory & Practice (8 weeks)	3
Year 2 Fall Semester		Year 2 Spring Semester	
MSN 608 Instructional Strategies & Technologies (8 weeks)	3	MSN 616 Nurse Educator Practicum II (2 credit hour didactic and 4 credit hour practicum) (16 weeks and 240 clinical hours)	6
MSN 615 Nurse Educator Practicum I (1 credit hour didactic and 2 credit hour practicum) (16 weeks and 120 clinical hours)	3		

Total Credit Hours 15

MSN Post-Master's Certificate, Nurse Educator
Full-Time Plan of Study (Spring Admission)

Year 1 Spring Semester	Credit hours	Year 1 Fall Semester	Credit hours
MSN 604 Educational Theory & Practice (8 weeks)	3		
Year 2 Spring Semester		Year 2 Fall Semester	
MSN 608 Instructional Strategies & Technologies (8 weeks)	3	MSN 616 Nurse Educator Practicum II (2 credit hour didactic and 4 credit hour practicum) (16 weeks and 240 clinical hours)	6
MSN 615 Nurse Educator Practicum I (1 credit hour didactic and 2 credit hour practicum) (16 weeks and 120 clinical hours)	3		

Total Credit Hours 15

MASTER OF SCIENCE IN NUTRITION DIAGNOSTICS (MND)

Mission

The Cox College Master of Science in Nutrition Diagnostics is dedicated to excellence in the preparation of competent dietetic professionals committed to serving their communities, their profession and to transforming the future of nutrition in health care.

Philosophy

Structure a learning environment to promote critical thinking and inquiry, self-improvement, self-reliance, collaboration and lifelong learning.

Cox College's MND is a 22-month combined program for individuals who have completed at least a bachelor's degree, as well as accredited Didactic Program in Dietetics (DPD) coursework requirements. The MND provides the supervised practice experience that is required to be eligible to take the registration examination for dietitians. The combined program offers students the opportunity to complete a Master of Science in Nutrition Diagnostics as a component of the required supervised practice component. The MND program has a concentration in nutrition diagnostics and is designed to meet the competencies for entry-level practice as an RD. The program is designed to enhance and expand practice skills in clinical nutrition utilizing Kight's advanced level practice modeling in nutrition diagnostics. The program requires completion of a 44-credit Master's Degree, a research project utilizing the nutriokinetic/nutriodynamic modeling and approximately 1,466 hours of supervised practice experiences that span the 22-month length of the program.

The student must successfully complete the objectives for each supervised practice experience and meet all requirements for the MND, including writing and presenting a research project. Upon satisfactory completion of both the MND degree and the dietetic internship, students will be provided with an AND Verification Statement indicating their eligibility to sit for the Registration Examination for Dietitians.

MND as a Cohort Program

The Cox College MND cohort program is designed for students to experience the supervised practice experiences and graduate courses as a community of learners. The support gained by these experiences leads to academic success, as well as higher retention/increased likelihood of program completion. The cohort of students will start at the same time and graduate at the same time, completing requirements for supervised practice and the graduate program in a two year time frame. At that time, all students will receive the AND Verification Statement (indicating eligibility to sit for the Registration Examination for Dietitians) and the Master of Science in Nutrition Diagnostics.

All students will take the same courses at the same time, as well as complete the supervised practice rotations in the same time frame. Cohort status will be lost if the student drops out or does not maintain a grade of "B" average. The student may be given the option to restart as a student in a subsequent cohort. See details in the Progression Section.

Goals and Objectives

Prepare graduates to become competent entry level dietitians.

- First time pass rate of 80% or greater over a 5 year period on the RD exam.
- 80% of employers will rate graduate preparation for the profession as adequately or well prepared.
- 90% of students will complete the program with their cohort.

Develop skill in the nutrition diagnostic approach to the practice of clinical nutrition.

- 80% of employers will rate graduate practice experiences in nutrition diagnostics as adequate or very adequate.
- 80% of graduates will rate preparation in nutrition diagnostics as adequate or well prepared.
- Over a 5 year period, 70% of graduates seeking gainful employment in dietetics will find employment within in 12 months of program completion.

Prepare graduates to effectively utilize current and pertinent scientific literature in practice as a clinical nutrition practitioner.

- 80% of employers will agree/strongly agree that graduates are able to incorporate scientific research in their clinical practice.
- 80% of graduates will agree/strongly agree that they feel competent to evaluate and incorporate current and relevant literature in their clinical practice.
- 25% of graduates will pursue advanced/specialty positions/certifications or further graduate education over a 5 year period.

Support the need for clinical nutrition practitioners in southwest Missouri and the Midwest region.

- 25% of graduates will seek employment in southwest Missouri or the Midwest region.
- 90% of students will complete the program with their cohort.
- First time pass rate of 80% or greater over a 5 year period on the RD exam.
- Over a 5 year period, 70% of graduates seeking gainful employment in dietetics will find employment within in 12 months of program completion.

MND Requirements

Course Number	Course Name	Credit Hours
MND 501	Nutritional Counseling and Education Methods	1
MND 517	Contemporary Topics in Food & Nutrition 1	1
MND 520	Introduction to Critical Thinking	1
MND 523	Pharmacologic Concepts for Practice	2
MND 530	Supervised Practice 1	3
MND 535	Introduction to Nutrition Diagnostics & Nutrition Assessment	3
MND 540	Nutrition Diagnostics & Assessment Lab	1
MND 545	Nutrition Focused Physical Exam 1	2
MND 550	Nutrikinetics/Nutriodynamics	3
MND 555	Supervised Practice 2	4
MND 570	Supervised Practice 3	1
MND 580	Contemporary Topics in Food & Nutrition 2	2
MND 600	Research Application in Nutrition Diagnostics 1	3

MND 610	Nutrition Focused Physical Exam 2	2
MND 620	Advanced Applied MNT 1	2
MND 630	Advanced Applied MNT 2	2
MND 640	Advanced Nutrition Assessment	3
MND 650	Advanced Geriatrics	2
MND 660	Research Application in Nutrition Diagnostics 2	1
MND 670	Advanced Pharmacology Applications	1
MSN 525/ MND 525	Evidence Based Practice in Health Care	4

MND 22-Month Plan of Study

Year 1

Late Summer/Early Fall	Credits	Fall Semester	Credits	Spring Semester	Credits
MND 517 Contemporary Topics in Food & Nutrition 1	1	MND 520 Introduction to Critical Thinking	1	MND 545 Nutrition Focused Physical Exam 1	2
		MND 523 Pharmacologic Concepts for Practice	2	MND 550 Nutriokinetics/ Nutriodynamics	4
		MND 530 Supervised Practice 1	3	MND 555 Supervised Practice 2	3
		MND 535 Intro to Nutrition Diagnostics & Nutrition Assessment	3		
		MND 501 Nutritional Counseling and Education Methods	1		
		MND 540 Nutrition Diagnostics & Assessment - Lab	1		
Total	1	Total	11	Total	9

Year 2

Summer Semester	Credits	Fall Semester	Credits	Spring Semester	Credits
MSN 525/MND 525 Evidence Based Practice	4	MND 580 Contemporary Topics in Food & Nutrition 2	2	MND 630 Advanced Applied MNT 2 – Clinical & lecture	2
MND 570 Supervised Practice 3	1	MND 600 Research Application in Nutrition Diagnostics 1	3	MND 640 Advanced Nutrition Assessment	3
		MND 610 Nutrition Focused Physical Exam 2	2	MND 650 Advanced Geriatrics	2
				MND 660 Research	

		MND 620 Advanced Applied MNT 1- Clinical & lecture	2	Application in Nutrition Diagnostics 2 MND 670 Advanced Pharmacology Applications	1 1
Total	5	Total	9	Total	9

Total credit hours: 44

MND Prerequisites/Corequisites

Course number	Prerequisite*	Prerequisite/Corequisite**
MND 501	BS in dietetics or equivalent	
MND 517	BS in dietetics or equivalent	
MND 520	BS in dietetics or equivalent	
MND 523	BS in dietetics or equivalent	
MND 530	BS in dietetics or equivalent	
MND 535	BS in dietetics or equivalent	
MND 540	MND 530 & MND 535	
MND 545	MND 535 or permission from the instructor	
MND 550	MND 535 or permission from the instructor	
MND 555	MND 530	
MND 570	MND 555	
MND 580	BS in dietetics or equivalent	
MND 600	MND 545 & MND 550	
MND 610	MND 545	
MND 620		MND 610
MND 630	MND 620	
MND 640		MND 630 or permission from the instructor
MND 650		MND 630, MND 640 or permission from instructor
MND 660	MND 600	
MND 670	MND 523	
MSN 525/MND 525	BS in dietetics or equivalent, Statistics course	

* A prerequisite is defined as a course that must be completed before acceptance into a higher-level course.

* *A Pre/Corequisite is defined as a course that may be taken prior to OR simultaneously with the higher level course.

MND Grading Scale

The Cox College grading scale is a 10-point scale. There are no + or – grades.

A = 100 – 90%

B = 89 – 80%

C = 79 – 70%

D = 69 – 60%

Progression

Progression - Coursework

1. The student must achieve a grade of 70% or higher and receive a “pass” in pass/fail courses. Failure to meet these criteria results in loss of cohort status and dismissal from the program.
2. The student must achieve a cumulative GPA of 3.0 or higher for successful completion of the program.
 - a. If a student has a cumulative GPA of less than 3.0 in any given semester, the student will be placed on academic probation for one semester to bring cumulative GPA to 3.0 or higher.
 - b. If GPA does not improve to 3.0 or higher in the succeeding semester, cohort status will be lost and student will be dismissed from the program.
3. Failure to pass supervised practice courses (i.e. MND 530, MND 555, and MND 570) also results in loss of cohort status and program dismissal.

* The student may be given the option to restart as a student in the next cohort, with permission of the MND program faculty. The courses with an earned grade of 79% or less and/or ‘fail’ in the supervised practice courses must be repeated. A maximum of 2 courses will be allowed to be repeated.

Progression – MND Comprehensive Exams

The student must successfully pass four (4) semester comprehensive exams (Fall & Spring, Year 1 & 2) that evaluate MND competencies. The student may retake the exam one time. Failure to pass the comprehensive exams may result in dismissal and loss of cohort status.

Progression – ACEND & Nutrition Diagnostic Competencies

The student must successfully meet the ACEND required learning outcomes/competencies that reflect the minimal level of expertise that is required for entry level practice. In addition, the student must also be competent in Nutrition Diagnostics as reflected in the program specific competencies.

Successful Completion/Graduation Requirements

The ACEND competencies reflect the minimal level of expertise the intern must achieve as stated in the Cox College Master of Science in Nutrition Diagnostics Student Handbook. In addition to the minimal level of expertise required by ACEND, satisfactory performance is required in the following if a student wishes to receive a verification statement and graduate degree from Cox College (verification statement granted upon completion of all of the criteria listed below):

- Satisfactory completion of all supervised practice rotations, as evaluated by MND program director, college faculty, and preceptors.
- Attendance at all required internship/program meetings, including, but not limited to, SWMDA meetings.
- Satisfactory completion of all courses required in the MND plan of study.
- Graduate GPA of 3.0 or greater.
- Completion of all other degree requirements.
- Successful passing of MND Comprehensive Exams.

Note – the maximum time allowed to complete all program requirements (defined above as successful completion) is five (5) years.

Applying

- Admission to the MND requires concurrent admission to the Cox College Graduate Department. Applicants must complete two different online application forms, one for the internship (DICAS system – see below) and one for the Cox College Graduate Department.
- In addition, before beginning the MND, all students must provide official transcripts showing completion of at least a bachelor's degree from an accredited college or university and also a signed verification statement from an ACEND-accredited Didactic Program in Dietetics.
- The MND utilizes the online DICAS application system and D&D Digital computer matching application process.
- The program is using the on-line centralized internship application, DICAS, e-mail DICASinfo@DICAS.org. **The on-line application must be completed for the Cox College program by 11:59 pm Central Time on February 15.** The fee to use DICAS is \$40 for the first application submitted and \$20 for each additional application.
- Official Transcripts from all colleges and universities attended should be sent to: DICAS - Transcript Dept., PO Box 9118, Watertown, MA, 02472.
- When completing the application form, applicants must include the name and contact information (specifically an e-mail address) for each reference. This will trigger an e-mail message requesting completion of a reference form. The form will be completed on-line. Students submitting more than one application will need to use the same individuals as references for each application.
- Applicants must also register online with D&D Digital for computer matching and select **dietetic internship priority choices by 11:59 pm Central Time on February 15.** There is a \$50 computer matching fee. The matching code for Cox College is 173. For more information on the computer matching process go to www.dnndigital.com, or contact them at:

D&D Digital Systems, Inc.
304 Main Street, Suite 301
Ames, IA 50010
Phone: 515-292-0490

Applicants Requirements

- Provide an AND Verification Statement or Declaration of Intent to Complete a Didactic Program in Dietetics (DPD) – submitted with the DICAS online application.

- Provide official transcripts showing completion of at least a bachelor's degree from an accredited college or university (bachelor's degree must be completed before beginning program in August) - submitted with the DICAS online application.
- Request three (3) letters of recommendation - submitted with the DICAS online application.
 - DPD Director
 - Food, Nutrition or Dietetics Professor/Instructor
 - Work supervisor – preferably in food, dietetics area
- Provide a resume or curriculum vita - submitted with the DICAS online application
- Provide a 1-2 page personal statement addressing the following – submitted with the DICAS online application.
 - Describe the significant professional responsibilities you have held.
 - State your professional goals and reasons for desiring to enroll in this MND program.
 - Describe your strengths that will help you succeed in the program and in reaching your professional goals.
 - Indicate your personal practice interests as specifically as possible, including any previous practice experience you may have acquired.
 - Demonstration of good communication skills, professionalism, self-direction, flexibility, potential to complete the entire curriculum, and motivation to work in a fast-paced academic program and site environment.
 - Describe weaknesses and/or opportunities for improvement
- A cumulative GPA of 3.0 or higher.
- A cumulative GPA of 3.0 or higher in the sciences is strongly recommended.
- Completion of statistics course for admission into the Graduate Department.
- Graduate Records Exam (GRE) is not required.
- Apply online for admission into the Cox College Graduate Department, MND via the AND DICAS system by February 15th.

Selection Procedure

Selection of the successful applicants is made by a committee composed of the MND Chair, college faculty and internship preceptors who are RDs. Selection of the successful applicants is based on the committee's assessment of the individual's potential in the program and potential as a practicing dietitian. The committee will use grade point average (overall, science, MNT/nutrition core courses), the personal statement, past work experience (employment in nutrition/dietetics in the past three (3) years is emphasized), and letters of recommendation as well as face to face or Skype interviews (conducted for students who are greater than 250 miles from Springfield) to make this assessment. Additional screening/evaluation pieces may be required and have associated fees. This selection process also follows the rules governing the computer matching process used by AND in cooperation with D&D Digital Systems.

- **Note:** Admission to the graduate program in the College does **not** grant a student admission to the MND. MND applications are reviewed by a selection committee **after** admission to the graduate program. MND appointments are awarded on a competitive basis through computer matching process used by AND in co-operation with D&D Digital Systems, Ames, IA. Following computer matching appointment, students must pass a criminal background check and drug screen.

Non-Degree Seeking Status

Registered or registered eligible students may take up to 10 hours of graduate coursework (as courses are available) without admittance to the MND program. Non RD/non-RD eligible individuals may take courses on a case by case basis. Contact program faculty for details. The following are required to take any MND coursework:

1. Applicants must complete the online application form for the Cox College Graduate Department.
2. Applicants having completed an internship must provide evidence of eligibility to take the Registration Examination for Dietitians or RD status.
3. Provide official college transcripts.
4. Have a cumulative GPA of 3.0 or higher.
5. Permission of program faculty.

MASTER OF SCIENCE IN OCCUPATIONAL THERAPY (MSOT)

Vision

Department of Occupational Therapy at Cox College: Leaders in occupational therapy education.

Mission

The mission of the Department of Occupational Therapy at Cox College is to create scientist-practitioners who are client-centered, occupation-driven, and clinically competent. We achieve this mission by:

1. Utilizing a multi-modal approach to curriculum delivery resulting in therapists equipped to succeed in diverse health care environments. (*KNOWING*)
2. Encouraging reflective practice to advance critical thinking, clinical reasoning, and problem solving skills. (*DOING*)
3. Providing opportunities for commitment to the everyday advancement of the field of occupational therapy. (*ADVANCING*)
4. Collaborating with community partners to advance the practice of occupational therapy in Southwest Missouri. (*LEADING*)

Philosophy

The Department of Occupational Therapy shares the philosophy of the profession in that “people of all ages and abilities require occupation to grow and thrive” (Hooper & Wood, 2014). In keeping with the Cox College mission of commitment to teaching clinical excellence, the Occupational Therapy program views occupation, occupational performance, and occupational participation as fundamental principles for organizing the curriculum including service learning projects and active teaching/learning processes (learning through doing). Embedded within the curricular design is the singular principle that an individual’s occupational performance can be positively shaped by focus on the “whole person” and attending to his/her physical, psychological, spiritual, social and cultural concerns as influenced by both internal environment (within a person) and the external environment (outside a person). Using these guiding concepts, students are encouraged to develop the capacity to examine and analyze the occupations people perform as well as enable the students to use occupation as the medium to assist people and communities to “live life to the fullest.”

Curriculum Threads & Outcomes

In the MSOT curriculum, there are common themes and threads that contribute to the overall learning experience for the student. The curriculum is designed to produce practitioners that fulfill the mission and vision of the MSOT Department. Cox College MSOT curriculum provides opportunities for:

1. Utilizing knowledge of how the human body operates and achieves participation in meaningful everyday activities in order to understand the unique needs of individual clients. (*KNOWING*)
2. Developing clinical competency and professionalism in order to deliver skilled occupational therapy services in a variety of contexts and environments. (*DOING*)
3. Advancing the profession through evidence-based practice and evidence contribution. (*ADVANCING*)

4. Participating in professional development, committing to professional membership, and collaborating with community partners. (*LEADING*)

The Cox College curriculum transforms information from the natural and basic sciences and liberal arts into an applied, holistic understanding of the art and science of occupational therapy in the learner. The curriculum reflects the person-occupation-environment interaction, the domains-processes of occupational therapy, and life span occupational performance as the central organizing concepts of the curriculum. The Person-Environment-Occupation-Performance (PEOP) model and the Occupational Therapy Practice Framework (OTPF) are the two occupational therapy theory foundations that are the backbone of the entire curriculum. They reflect the profession's core beliefs in the relationship between occupation and health and its view of people as occupational beings.

Each course intentionally considers and applies the PEOP – OTPF model with all course content and objectives as the major unifying curriculum thread that supports the achievement of the curricular outcomes. Courses are logically sequenced to instill in students a comprehensive knowledge and application of this relationship and its application to occupational therapy practice.

In addition, the Scientist-Practitioner Model is applied to the MSOT curriculum delivery. The Scientist-Practitioner Model is endorsed as a favored model for the development of professionals in behavioral health and service-delivery fields (Hoidin & Olbert-Bock, 2016). It addresses the concern that educational programs might produce “people who can talk about practice rather than people who are competent practitioners” (Borders & Bloss, 1994). This model is designed to encourage students to integrate research and practice and utilize “clinical inquiry” (Hoshmand, 1991) in their clinical work. An underlying philosophy of teaching in this manner is that an effective curriculum creates professional ‘habits’ and requires intentional placement of opportunities for students to engage in clinical inquiry.

Students first acquire knowledge regarding how the body operates (OTPF: client factors - neuromotor & sensory, biomechanical, cognitive and psychosocial function). Coursework includes but is not limited to anatomy, physiology, kinesiology and medical conditions. Transformation of information goes towards understanding subsystem functions and interventions that contribute to the participation and performance of occupations (OTPF: areas of occupation, performance skills and performance patterns). Students then combine all of this information in understanding the person as an occupational being whose underlying abilities in combination with environmental constraints and supports, determine occupational performance (OTPF: context and environment plus activity demands).

The curriculum utilizes metacognitive learning theory to interweave the two major threads - the PEOP along with the Occupational Therapy Practice Framework (OTPF) in that it places/offers:

- A graded developmental approach to acquiring the knowledge, skills and attitudes to be a clinically competent entry-level practitioner who reflects on and engages in the scholarly application of occupational therapy and has a skill set to deliver person-centered, evidence-based occupational therapy.
- An emphasis on occupation as the link between person and environment and as an organizing framework for understanding the interaction of these factors on occupational performance.
- A central focus on occupation, on humans as occupational beings, and on the complex processes by which people find meaning and health through the interactive person-environment process of ‘doing’ or engaging in occupations.

- A comprehensive understanding of both personal factors and context or environmental influences on occupational performance and function in the areas of occupation.
- An intentional use of metacognition strategies that foster learning in context. As a result, students know themselves as learners and develop the ability to approach tasks successfully because they understand that they learn different kinds of tasks differently. This sets them up for successful problem solving skill development in clinical practice.
- An intentional use and application of the PEOP – OTPF relationship with all course content and objectives as the major unifying curricular thread in curriculum delivery.

The entry-level MSOT curriculum model (figure 1) illustrates didactic-to-clinical experiences designed for the Cox College occupational therapy student. The inner color-filled square shows how the PEOP & OTPF theories permeate the curriculum. The hexagons depict the curriculum sequences, with the student's clinical competence as the central core representing the culmination of the integration of the curriculum into application. The arrow of clinical inquiry represents the influence of the scientist-practitioner training where students are consistently questioning and advancing their practice through life-long learning.

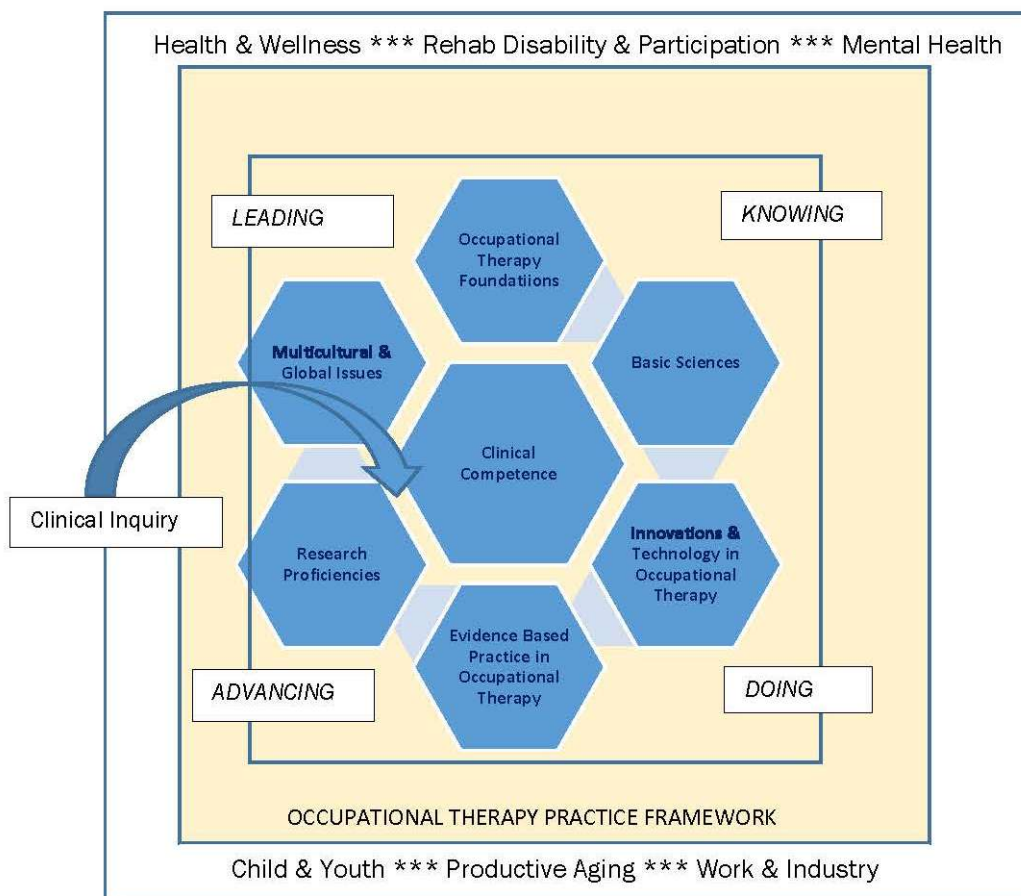


Figure 1: MSOT Curriculum Model

Courses within each course sequence (depicted as hexagonals in figure 1) concurrently or progressively either complement each other or provide increasingly more complex applicable information and experiences than previous courses in and out of the sequences. The knowledge and skills learned are unified by the application of PEOP – OTPF theories. For example, student learning in Development of Human Occupations is tandem with Human Conditions and Occupational Dysfunctions, enabling students to intuitively understand how factors associated with dysfunction influence occupational performance. The sequencing not only allows for ample skill and knowledge preparation, but also fosters high-level strategic learning particularly metamemory (the intuitive knowledge of one's memory capabilities and strategies to improve it), metacomprehension (the ability to assess one's own skills, knowledge, learning, or depth of understanding), problem solving, critical thinking, and clinical reasoning.

In keeping with the Scientist-Practitioner Model, the MSOT curriculum seeks to provide students with ample, repeated opportunities to create habits and skills related to clinical inquiry. Love, Carr, LeBlanc, and Kisamore (2013) have suggested evidence-based teaching strategies to develop scientist-practitioners that can be adapted for use in the MSOT program. Specifically, they suggest use of the Behavioral Skills Training Model (Miltner, 2004) which includes instruction, modeling, rehearsal, and feedback to teach Master's level students. This evidence-based, robust strategy for developing scientist-practitioners is utilized in the MSOT program at Cox College.

The curriculum sequences provide activities to learn:

- The structure and function of the human body as it relates to occupations (*KNOWING*);
- Theoretical and philosophical foundations of occupational therapy practice (*KNOWING*);
- Expressions and use of occupations and technology for teaching and learning across the lifespan (*KNOWING & DOING*);
- Identification and treatment of developmental and acquired occupational dysfunctions using occupation based interventions (*DOING*);
- Evidence basis and scholarly explorations for accountable practice (*DOING & ADVANCING*);
- Repeated practice using clinical inquiry in order to create the habits of a scientist-practitioner (*DOING & ADVANCING*);
- Clinical competence in all areas of practice, and beginning specialization as a reflective entry-level professional (*DOING & ADVANCING*);
- Leadership and advocacy for responsible collaborative clinical practice (*ADVANCING & LEADING*).

References

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- Hoidin, S., & Olbert-Bock, S. (2016). Learning and teaching research methods in management education: Development of a curriculum to combine theory and practice—a Swiss case. *International Journal of Education Management*, 30(1).
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- Miltner, R.G. (2004). *Behavior modification: Principles and procedures* (3rd ed.). Belmont, CA: Wadsworth.

Accreditation

Cox College applied to the Accreditation Council for Occupational Therapy Education (ACOTE) for candidacy status in 2013; it was granted in late 2013. The first class was admitted in fall 2015. The Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA) is located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its Web address is www.aota.org. We are currently in the process of completing a Self-Study of our program. Next steps include continued formal review of our Self-Study document along with a site visit by AOCTE officials, scheduled for October 2017. Final ACOTE approval is anticipated by December 2017. The Cox College Occupational Therapy Web site will reflect the program's status as it proceeds through the accreditation process.

Accreditation of the occupational therapy program would permit to take the Nation Board for Certification in Occupational Therapy (NBCOT) certification exam. NBCOT is the official accreditation body of the profession; a passing score on the certification exam is required to practice in all 50 states. Additionally, graduates must submit their NBCOT scores for licensure in the respective state(s) where they intend to practice. Note that a felony conviction may affect a graduate's "ability to sit for the NBCOT certification exam or attain state licensure."

Cohort Program & Progression

Each year 26 students will be admitted to the graduate program in occupational therapy. Once a student enters the program, he/she will become part of a cohort, a group of 26 who go through all the on-site courses together in a lock-step fashion. Fieldwork experiences will be individually assigned.

The program is a full-time, 78-credit program designed to prepare graduates to be eligible to take the NBCOT certification exam and subsequently be eligible for licensure as an Occupational Therapist. The 2.5 year program includes both level I part-time clinical experiences and 24 weeks of full-time level II fieldwork.

Cohort status will be lost if the student drops out or does not maintain a 3.0 overall GPA. Failure of any course will require successful retake of that course with a grade of B or better; the student will not continue in the original cohort, but will join the next cohort. Two failures are grounds for dismissal from the program. The final decision of dismissal will be made by the Dean of Interprofessional Education.

The required 24 weeks of full-time Level II fieldwork must be completed within 24 months following the completion of the didactic component of the program unless granted an extension for extenuating circumstances by the program Faculty Review Committee and the Dean of Interprofessional Education. Both Level II experiences must be successfully completed; in the event of a failure in a clinical experience, another placement will be made at the discretion of the program director and academic fieldwork coordinator; this may or may not be immediately available and may delay graduation.

Academic Probation/Suspension

MSOT students will be placed on academic probation when:

1. The semester or cumulative GPA falls below 3.0.
2. If a student is on academic probation for two consecutive semesters, the student may be suspended/dismissed at the end of the second consecutive semester. The student will be notified in writing when placed on academic probation and/or suspension.
3. Two failures are grounds for dismissal from the program. The final decision of dismissal will be made by the Dean of Interprofessional Education.

Admission Requirements

The occupational therapy program begins in the fall of each academic year. Applications are accepted for consideration from September until early March. To apply to the occupational therapy program, submit the following through the Centralized Application Service for Occupational Therapy (OTCAS):

1. **Undergraduate Credit Hours:** Applicants must hold a baccalaureate degree and submit transcripts showing a **cumulative GPA of at least a 3.0** or have completed at least 90 college undergraduate credit hours showing a **cumulative GPA of at least 3.0**.
 - a. Submit the required pre-requisite course transcripts (see below) before starting the MSOT program. Must have a combined GPA of 3.0 or higher in these courses.
2. **COTA to OTR Bridge Option:** Applicants must be a graduate of an ACOTE-accredited OTA program with a final GPA of 3.0, have worked in a clinical setting for a year; and successfully taken prerequisites listed below, bringing the total undergraduate credit hours to a minimum of 90.
3. **Observation Hours:** Submit proof of 15 hours of Occupational Therapy observations in two different practice settings (i.e., outpatient rehabilitation, inpatient rehabilitation, hand therapy clinic, long-term care facilities, schools or specialty settings) is required. (Observation form is listed in OTCAS). *This requirement is waived for OTA candidates.*
4. **Community Service Hours:** Submit proof of at least 15 hours of volunteering within the community (this does not have to be directly related to occupational therapy services).
5. **Professional References:** Submit 3 professional references. Note: one must be from a registered occupational therapist.
6. **Personal Essay:** Submit a personal 500-word essay addressing why the applicant has chosen occupational therapy as a career.

Admissions Process

Use the Centralized Application Service for Occupational Therapy (OTCAS).

1. Apply online at <https://portal.otcas.org/>
 - a. Select Cox College as the institution choice for admission to this program.
 - b. Submit the following to OTCAS
 - i. Official transcripts
 - ii. Three professional references (one must be an OT)
 - iii. Observation form(s)

- iv. Volunteer form(s)
- v. Personal Essay
- 2. Apply to Cox College (<http://coxcollege.edu/index.php/applications>); submit graduate application and \$50 application fee.
- 3. Complete the FAFSA application at www.FASFA.gov . Our school code is 013877. Contact our Financial Aid Office (417-269-3401) for questions or assistance.
- 4. Apply for institutional scholarships at <http://www.coxcollege.edu/scholarships>.

Only applicants who have successfully completed all required submissions in OTCAS, have submitted a Cox College Application, and have met all GPA and pre-requisite requirements will be considered for admission.

Following the review of all documents, top applicants will be invited for an interview. An interview does not guarantee acceptance into the program. Invitations of acceptance into the MOST program are offered formally on an individual basis through both electronic and post-mail formats between March and June each year.

Transfer of Credits

Students accepted for entry into the occupational therapy program must complete all pre-requisite coursework prior to the start date of the program.

Students transferring from another occupational therapy program will not be given advanced standing and may only transfer 6 credit hours. Any transferred classes must have a syllabus available for review by the program director/advisor.

Once Accepted

Submission of a **nonrefundable** acceptance fee (includes background check and drug screen) must be submitted.

Verification of immunizations and additional requirements **must** be provided by all MSOT students prior to the start of the first semester of MSOT coursework. (Students may not attend fieldwork and other clinical experiences without required documentation.)

Prerequisite Courses

Human Anatomy, with lab*	4
Human Physiology, with lab*	4
General/Introductory Psychology	3
Abnormal Psychology	3
Introduction to Sociology or Anthropology	3
Lifespan Development/Developmental Psychology	3
English Composition	3
Statistics (Biostats or Psych stats)*	3
Medical Terminology (may be taken online; need proof of proficiency)	1

*must be taken within five (5) years of application to the program. Human Anatomy & Human Physiology may be taken as Human Anatomy & Physiology I & II.

The above courses may vary by course name depending on the institution. If there is a question, please provide the syllabus and/or course name and number, and contact either the Admissions Office and/or the program chair.

Students should have a strong working knowledge of computers and experience in an online learning environment. Cox College offers a computer course (INFM 160) during the summer for students who need to enhance their basic computer skills.

Occupational therapists need strong interpersonal, communication, and writing skills. Courses and support resources are offered at Cox College (and other colleges) and should be taken prior to starting the program.

Degree Requirements

Graduates must have achieved a minimum GPA of 3.0 to be eligible for a master's degree.

Professional courses	68 credit hours
Clinical Education	<u>10</u> credit hours
Total	78 credit hours

Course Number	Course Name	Credit Hours
YEAR ONE		
MSOT 502	Applied Anatomy & Kinesiology (includes LAB)	4
MSOT 510	Professional & Therapeutic Use of Self	3
MSOT 515	Human Conditions & Occupational Dysfunction	3
MSOT 520	OT Foundations& Activity Analysis (includes LAB)	3
MSOT 525	Development and Human Occupations	3
MSOT 535	The Occupational Therapy Process	2
MSOT 540	Applied Neuroscience	3
MSOT 545	Assessment, Evidence & Intervention I (includes LAB)	4
MSOT 530	Fieldwork I-A	1
MSOT 555	Research Design & Evidence in Occupational Therapy	3
MSOT 560	Group Process in Occupational Therapy	1
MSOT 570	Innovations and Technology to Support Occupational Performance	3
YEAR TWO		
MSOT 550	Vision, Perception & Cognition	3
MSOT 575	Health Care Administration & Management	3
MSOT 580	Assessment, Evidence & Intervention II (includes LAB)	4
MSOT 585	Fieldwork I-B	1
MSOT 605	Research Project I	3
MSOT 565	Ethics, Culture & Global Perspectives	3

MSOT 610	Assessment, Evidence & Intervention III (includes LAB)	4
MSOT 615	Fieldwork I-C	1
MSOT 620	Assessment, Evidence & Intervention IV (includes LAB)	4
MSOT 630	Fieldwork I-D	1
MSOT 650	Research Project II	3
MSOT 625	Creative Leadership & Entrepreneurship	3
Year 2.5 Summer - Fall		
MSOT 684	Fieldwork Experience Level II-A Summer	3
MSOT 691	Evidence-Based Practice & Clinical Synthesis I	3
MSOT 686	Fieldwork Experience Level II-B Fall	3
MSOT 693	Evidence-Based Practice & Clinical Synthesis II	3

COURSE DESCRIPTIONS—GENERAL EDUCATION

BIOLOGY

BIOL 118 Medical Terminology 3 Credit Hours

This course provides a comprehensive study of medical language including pronunciation, spelling and defining of medical terms. Emphasis is placed on anatomic, diagnostic, procedure, drugs, symptomatic, and eponymic terms and standard abbreviations of the basic body systems. This course is same as MDCO 118, MACC 118.

BIOL 205 Human Anatomy 4 Credit Hours

An introduction to the gross and microscopic anatomy of the human body. Mammalian examples of major systems are studied in the laboratory. Lecture and laboratory.

BIOL 206 Human Physiology 4 Credit Hours

Through lecture, discussion, and complementary laboratory experiences, this course examines the organization and function of the human body as a whole and the interrelations of its various systems, organs, tissues, and cells. Lecture and laboratory.

BIOL 207 Anatomy & Physiology Refresher 2 Credit Hours

This course is for students that have already successfully taken A & P, but the age of the course(s) is over five (5) years. This course may also be use in the medical billing/coding program plan of study by students requesting additional certification.

BIOL 208 Microbiology 4 Credit Hours

The practical relations of microorganisms to human welfare. An introduction to standard laboratory methods of the study of bacteria and bacteriological examinations of materials; effects of environment upon bacteria. Lecture and laboratory.

BIOL 302 Principles of Human Nutrition 3 Credit Hours

Prerequisite or Corequisite: CHEM 103

A study of food as it functions to meet body needs with emphasis on utilization, food sources, selection of adequate diets, individual, community, and world health problems, and diet therapy.

BIOL 382 Pathophysiology 3 Credit Hours

Prerequisites: BIOL 205, 206

Physiological responses to disease, stress, and the environment are studied. Pathophysiological processes are analyzed in view of current research.

CHEMISTRY

CHEM 103 Fundamentals of Chemistry 4 Credit Hours

A terminal course dealing with the fundamentals and basic concepts of chemistry, designed primarily for general college students as well as those in specialized programs. Includes a laboratory to complement the Fundamentals of Chemistry.

COMPUTER SCIENCE

INFM 160 Computer Resources

1 Credit Hour

This course is designed to introduce students to the computer, its components and capabilities. Students will learn practical applications in Microsoft Office, File Management, Internet searching, and additional applications used by Cox College. Students will apply these skills in a lab environment by reading and submitting assignments through the Cox College online platform. Students enrolled in INFM 160 may earn full course credit by receiving a passing grade on the final exam. Students will have the opportunity to proficiency out of the class with an earned minimum score of 75%. This proficiency test will be available through the Academic Resource Center prior to the start of the class. Students who do not pass the proficiency test will attend the four hour hybrid class a week later followed by seven weeks of online instruction and a final examination. Letter grades are assigned at the completion of the course.

GSTU 101 Introduction to Computers and Software

3 Credit Hours

This course provides an opportunity for students to learn how to use the most common computer software programs and information resource facilities. While providing basic information about microcomputer structure and components, operating systems, and an introduction to various applications such as word processing, spreadsheet applications, presentation software, and the Internet will be covered.

ENGLISH

NOTE: A student's score on the TEAS test will determine if ENGL 101 is a necessary prerequisite for ENGL 150. This course will not count toward total credit hours for graduation.

ENGL 150 English Composition

3 Credit Hours

An introductory writing course designed to develop students' abilities to write in a variety of modes for a wide range of purposes. This course is cross-listed as MDTN 150.

ENGL 207 Expository Writing

3 Credit Hours

Prerequisite: ENGL 150 or equivalent

Theory of expository writing; practice in writing nonfiction with clarity and conciseness.

GENERAL STUDIES

CCPL 100 Promoting Learning and Ultimate Success

1 Credit Hour

Prerequisite: Admission to the College

This course is designed to facilitate a successful college experience with a focus of offering strategies to improve and build strong classroom skills, study techniques, test taking, critical thinking and time management skills. The course will offer information about health care as a career, knowledge of the Cox College campus community, and information about support service.

HUMANITIES

HUMN 235 Common Reader

1 Credit Hour

Prerequisite: None

This course is designed to assist students in understanding the message conveyed by a common reader novel through reading the text, answering questions, and participating in discussions about topics associated with the text. This course is the same as NRSI 235, NRNC 235, and SDI 235.

HUMN 155 Medical Literature 3 Credit Hours
Medical literature provides an exploration in diverse styles, themes, and perspectives in modern literature with an emphasis on medicine and medical professions. The course concentrates both on how literature may be understood and appreciated and how it also reflects and influences culture.

MATHEMATICS

MATH 100 Beginning Algebra 3 Credit Hours
For students studying algebra for the first time and for those who need a review of basic algebra. Credit for this course will not satisfy the math proficiency requirement for nursing programs and will not count toward total credit hours for graduation.
NOTE: A student's score on the TEAS test will determine if MATH 100 is a necessary prerequisite for MATH 150.

MATH 150 Intermediate Algebra 3 Credit Hours
The traditional topics of intermediate algebra through quadratic equations and functions are covered. This class meets the math proficiency requirement for the nursing programs. Students with ACT scores greater than or equal to 22 are exempt from MATH 150.

MATH 160 College Algebra 3 Credit Hours
Prerequisite: MATH 150 or one year of high school algebra and one year of high school geometry.
A study of functions and graphs, solutions of equations and inequalities and the properties of polynomial, rational, exponential and logarithmic functions.

MATH 227 Introduction to Statistics 3 Credit Hours
Prerequisite: MATH 150 or equivalent
A course to acquaint the student with the basic ideas and language of statistics, including such topics as descriptive measures, elementary probability, distributions, estimations, hypothesis testing, regression, and correlation.

PHILOSOPHY

PHIL 201 Introduction to Philosophy 3 Credit Hours
A comparative and critical study of the major philosophic positions with a view to developing the analytic, synthetic and speculative dimensions of philosophical methods.

PSYCHOLOGY

PSYC 101 Introduction to Psychology 3 Credit Hours
This is a survey course providing a study of the behavior of living organisms, particularly human behavior. Typical problems are methods and measurements in psychology, theoretical systems, learning, motivation, perception, personality and psychopathology.

PSYC 230 Life-span Development 3 Credit Hours
Prerequisite: PSYC 101
Life-span Development is a psychology course providing a study of the cognitive, emotional and behavioral aspects of human organisms as they grow and age. Development encompasses all stages of life from the prenatal phase to death. The purpose of the course is to provide students with a broad

understanding of the processes of living and dying as well as ways in which basic psychological principles affect daily lives.

SOCIAL SCIENCES

GOVT 101 Government and Politics in the United States 3 Credit Hours

Introduction to the theory, constitutional basis, functions and government structures of the US political system. Emphasis is on the national level of politics and linkages with state and local governments, with particular emphasis on Missouri. Current issues in domestic and foreign policies.

SOCIOLOGY

SOCI 101 Introduction to Sociology 3 Credit Hours

An analysis of factors that are significant in the development of people as social beings. Consideration is given to the social group and culture as factors in this process.

SOCI 304 Global Awareness and Cultural Diversity 3 Credit Hours

Increases familiarity with cultural diversity in the US and globally. Devotes attention to such issues as religious, racial, and socioeconomic diversity.

COURSE DESCRIPTIONS— INTERPROFESSIONAL UNDERGRADUATE STUDIES

ASSOCIATE OF SCIENCE IN MEDICAL ASSISTING

MACC 103 Introduction to Medical Assisting **1 Credit Hour**

Prerequisite or Corequisite: INFM 160

This course will provide an introduction to medical assisting. Topics covered will include the medical assisting profession, environment of care, AIDET, PARTNERS, National Patient Safety Goals, HIPAA, OSHA standards, standard precautions, infection control, medical asepsis, emergency procedures, first aid, vital signs and measurements, and documentation. This course will also provide an overview of key aspects, knowledge, and skills needed in the transition to college life. Students will identify their educational goals, personal strengths, and areas for development, and explore strategies for creating greater academic, professional, and personal success as well as empowering students to become active, responsible, and lifelong learners.

MACC 111 Human Diseases **3 Credit Hours**

Prerequisite or Corequisite: INFM 160

This course is a comprehensive introduction to disease processes of the human body. Subjects include causes, symptoms and treatments. This course is cross listed with MDCO 111.

MACC 117 Introduction to Anatomy & Physiology **3 Credit Hours**

Prerequisite or Corequisite: INFM 160

This is a non-laboratory course that provides an integrated coverage of structure and function of the human body. This course is primarily designed to provide a basic anatomy and physiology background for ancillary medical personnel. This is a cross-listed course as MDCO 117.

MACC 118 Medical Terminology **3 Credit Hours**

Prerequisite or Corequisite: INFM 160

This course provides a comprehensive study of medical language including pronunciation, spelling and defining of medical terms. Emphasis is placed on anatomic, diagnostic, procedure, drugs, symptomatic, and eponymic terms and standard abbreviations of the basic body systems. This course is cross-listed as BIOL 118 and MDCO 118.

MACC 119 Introduction to Pharmacology **2 Credit Hours**

Prerequisite or Corequisite: INFM 160

This course introduces the student to the principals of pharmacology and a comprehensive study of drug action, routes of administration, dosages, chemotherapy agents, vaccines and immunizations, and classes of drugs by body systems. Students will become familiar with the medications used in each body system as well as the usual dosages. This course is cross-listed as MDCO 119.

MACC 153 Clinical Medical Assisting I **2 Credit Hours**

Prerequisites: INFM 160, MACC 103

Corequisites: INFM 160, MACC 103, MACC 154

This course will provide an introduction to clinical medical assisting. Topics covered will include infection control, patient assessment, patient education, nutrition and health promotion, vital signs, assisting with physical examination, and assisting with medical specialties.

MACC 154 Clinical Medical Assisting I Lab

2 Credit Hours

Prerequisites: INFM 160, MACC 103

Corequisites: INFM, MACC 103, MACC 154

This course gives the students hands-on experience in clinical procedures performed in a medical office. Students will practice and perform procedures learned MACC 153 Clinical Medical Assisting I.

MACC 163 Administrative Medical Assisting I

2 Credit Hours

Prerequisites: INFM 160, MACC 103

Corequisites: INFM 160, MACC 103, MACC 164

This course will provide students with an introduction to administrative medical assisting. Topics covered will include time management, learning strategies, problem solving, conflict management, the healthcare team, professionalism, therapeutic communication, medical law and ethics, written communication, telephone techniques, scheduling appointments, daily operations of a clinic, and the medical/health record.

MACC 164 Administrative Medical Assisting I Lab

1 Credit Hour

Prerequisites: INFM, 160, MACC 103

Corequisites: INFM 160, MACC 103, MACC 163

This course gives the students hands-on experience in administrative procedures performed in the medical office. Students will practice and perform procedures learned in MACC 163 Administrative Medical Assisting I.

MACC 173 Clinical Medical Assisting II

2 Credit Hours

Prerequisites: INFM 160, MACC 103

Corequisites: INFM 160, MACC 103, MACC 174

This course will provide an introduction to clinical medical assisting. Topics covered will include principles of pharmacology, pharmacology math, administering medications, electrocardiography, diagnostic imaging, clinical laboratory, analysis of urine, blood collection, analysis of blood, microbiology, and immunology, surgical supplies and instruments, surgical asepsis, and assisting with surgical procedures.

MACC 174 Clinical Medical Assisting II Lab

2 Credit Hours

Prerequisites: INFM 160, MACC 103

Corequisites: INFM 160, MACC 103, MACC 173

This course gives the students hands-on experience in clinical procedures performed in a medical office. Students will practice and perform procedures learned MACC 173 Clinical Medical Assisting II

MACC 183 Administrative Medical Assisting II

2 Credit Hours

Prerequisites: INFM 160, MACC 103

Corequisites: INFM 160, MACC 103, MACC 184

This course will provide students with an introduction to administrative medical assisting. Topics covered will include diagnostic coding, procedural coding, health insurance, medical billing and reimbursement, patient accounts, collections, banking, supervision, human resources, marketing, and customer service.

MACC 184 Administrative Medical Assisting II Lab 1 Credit Hour

Prerequisites: INFM 160, MACC 103

Corequisites: INFM 160, MACC 103, MACC 183

This course gives the students hands-on experience in administrative procedures performed in the medical office. Students will practice and perform procedures learned in MACC 183 Administrative Medical Assisting II.

MACC 215 Electronic Health Records 2 Credit Hours

Prerequisite or corequisite: None

This course will include an overview of commonly available software tools used in health care by major vendors, including introduction to encoding tools. It will also introduce the electronic health record process; computer assisted coding, health information data analysis and data collection activities at the regional and national levels. This course is cross listed as MDCO 215.

MACC 280 Medical Assisting Capstone 3 Credit Hours

Prerequisite: Approval from the Medical Assisting Program Coordinator

This course will provide an opportunity for the student to synthesize knowledge and experience gained throughout the Medical Assisting program. It will also prepare the student for the Medical Assisting Examination.

MACC 290 Medical Assisting Practicum 4 Credit Hours

Prerequisite: Approval from the Medical Assisting Program Coordinator

This course offers administrative and clinical experiences as an entry-level medical assistant. It prepares the student to transition from the classroom environment into the professional environment. It also provides an opportunity for the student to integrate theory and practice while working in an ambulatory care facility. The student will have the opportunity to apply and solidify the skills previously discussed and practiced in class. The student will be asked to perform tasks that are carefully defined and appropriate to his/her abilities. Students will also receive feedback about their performance. The Medical Assisting Practicum is an unpaid experience. There will be no less than 160 hours of administrative and clinical experiences at an appropriate and approved ambulatory care facility. To start at the ambulatory care facility, students must complete the facility's required orientation and/or training. Students will also participate in an exit interview. A comprehensive view of employability traits and skills will be covered as well as job preparation skills.

MACC 318 Health Information Management, Ethics, and Medical Law 3 Credit Hours

Prerequisite: Approval from the Medical Assisting Program Coordinator

This course is intended to provide students with an understanding of health information management concepts, including: data management processes, documentation requirements, filing systems and primary/secondary data. This course will also introduce the student to medical law and ethical professional challenges in the management of health information including HIPAA, privacy and security, and code of ethics. This course is same as MDCO 318, SDI 318, NRSI 318, and NRNC 318.

MACC 328 Health Care Delivery Systems 2 Credit Hours

Prerequisite or corequisite: Approval from the Medical Billing and Coding Program Coordinator

This course introduces the student to health care organizations, work systems, and the associated regulatory concerns. Topics include: governing bodies that regulate the health information management processes, licensure and regulatory agencies, and accreditation standards for the delivery of health care. This course is cross listed as MDCO 328, SDI 328, NRSI 328, and NRNC 328.

MACC 338 Healthcare Reimbursement and Insurance 2 Credit Hours

Prerequisite or corequisite: Approval from the Medical Billing and Coding Program Coordinator

Introduction to the basics of health insurance, medical insurance billing including Medicare, Medicaid and private insurance companies, primary and secondary claims. Reimbursement methodologies including payment systems interface between business office and Health Information Management Systems (HIM) and optimizing reimbursement. Students will understand the components of the revenue cycle. Cross listed as MDCO 338, SDI 338, NRSI 338, and NRNC 338.

ASSOCIATE OF SCIENCE IN NURSING

NURS 100 Introduction to Nursing Skills (LEC & LAB courses) 2 Credit Hours

One hour of theory and three hours of laboratory per week.

This course provides an introduction to clinical skills basic to nursing practice.

NURS 105 Clinical Applications I (LEC & LAB courses) 5 Credit Hours

Three hours of theory and six hours of laboratory per week.

This course presents an overview of the nursing profession and concepts basic to nursing practice in light of the college's philosophy of nursing and curriculum themes. The nursing process is presented as the decision-making approach used in the delivery of nursing care. Assessment of individual health status is emphasized. Framed by functional health patterns, the course explores normal functioning and simple alterations in the health of the adult population.

NURS 106 Clinical Applications II (LEC & LAB courses) 8 Credit Hours

Four hours of theory and 12 hours of laboratory per week.

This course focuses on the principles of human growth and development and emphasizes health promotion and illness prevention activities appropriate from infancy through adulthood. Normal childbearing and common alterations of the child and childbearing women are explored. Framed by functional health patterns, the course explores alterations occurring in adults, including alterations in nutrition, perception, sexuality and reproduction.

NURS 197 Dosage Calculation 1 Credit Hour

Must be taken as remediation if the dosage calculation exam in any of the nursing undergraduate courses was unsuccessful.

NURS 205 Critical Thinking 2 Credit Hours

This course aims to develop and strengthen the ability of the student to think critically and to communicate effectively. The student will understand the main requirements and benefits of critical thinking and the application of clinical judgement.

NURS 206 Clinical Applications III (LEC & LAB courses) 8 Credit Hours

Four hours of theory and 12 hours of laboratory per week.

Building on content provided in previous courses, emphasis is now placed on health restoration and facilitation of coping in individuals across the life span. Framed by functional health patterns, the course explores alterations in mental health, immunity, metabolism, elimination, and mobility.

NURS 207 Concepts of Professional Nursing Practice 1 Credit Hour

This course focuses on nursing as a professional discipline and facilitates socialization into professional practice through exploration of current issues in nursing and health care.

NURS 208 Clinical Applications IV (LEC & LAB courses) 8 Credit Hours

Four hours of theory and 12 hours of laboratory per week

This course focuses on complex health alterations occurring across the life span. Emphasis is placed on increased accountability in decision making and collaboration with other members of the health care team. Students study the principles of management and gain valuable experience providing care to multiple and physiologically unstable clients.

NURS 215 Pharmacological Basis of Nursing Practice 3 Credit Hours

This course is designed to provide students with the basic knowledge to safely administer drugs to clients of all ages. Content includes medication action, use, adverse effects, nursing implications, and client education for drugs affecting the body systems and defense processes.

NURS 307 Perspectives on Aging and the Older Adult 3 Credit Hours

This course explores the normal process of aging and its effect on the internal and external environments of individuals. Students gain experience in group process.

NURS 321 Camp Nursing: Caring for Champions 3 Credit Hours

Pre/Corequisites: ASN—Prerequisites: NURS 100, NURS 105, NURS 106, NURS 210, NURS 206 current AHA Healthcare Provider or equivalent certification, and proof of dosage calculation competency and instructor approval.

The student will work in collaboration with faculty and other health care team members to provide care for children with special needs in a Christian-based camp environment. Students will incorporate a variety of nursing skills including: obtaining health histories, preparing medication administration records, administration of medications, health assessments, vital signs, gastrostomy tube feedings, urinary catheterizations, blood glucose monitoring, nebulizer treatments, first aid and lots and lots of Band-Aids. Students may incur additional costs in this course- please discuss with advisor. This course is same as NRSI 321 and qualifies as a nursing elective.

ASSOCIATE OF SCIENCE IN RADIOGRAPHY

RAD 101 Introduction to Clinical Practice 1 Credit Hour

Prerequisites: RAD 100, RAD 120, RAD 121.

An introduction to the radiologic technology field including orientation to the clinical education settings and program policies.

RAD 100 Patient Care in Radiography (LEC and LAB courses) 3 Credit Hours

Prerequisites: ENGL 150, MATH 160, BIOL 118, BIOL 205, BIOL 206, CHEM 103 or Introduction to Physics w/lab, PSYC 101, INFM 160. Corequisites: RAD 110, RAD 120, RAD 121, RAD 141.

An introduction to patient care in radiography to include: patient assessment, monitoring, communication, patient safety, infection control, medical emergencies, pharmacology, and medication administration. (2 theory, 1 lab)

RAD 110 Radiographic Anatomy 2 Credit Hours

Prerequisites: ENGL 150, MATH 160, BIOL 118, BIOL 205, BIOL 206, CHEM 103 or Introduction to Physics w/lab, PSYC 101, INFM 160. Corequisites: RAD 100, RAD 120, RAD 121, RAD 141.

An introduction to human anatomy with a detailed study of the structure of the human skeletal system with special emphasis on radiographic landmarks.

Prerequisites: ENGL 150, MATH 160, BIOL 118, BIOL 205, BIOL 206, CHEM 103 or Introduction to Physics w/lab, PSYC 101, INFM 160. Corequisites: RAD 100, RAD 110, RAD 121, RAD 141.

Prerequisites: ENGL 150, MATH 160, BIOL 118, BIOL 205, BIOL 206, CHEM 103 or Introduction to Physics w/lab, PSYC 101, INFM 160. Corequisites: RAD 100, RAD 110, RAD 120, RAD 141.

Prerequisites: ENGL 150, MATH 160, BIOL 118, BIOL 205, BIOL 206, CHEM 103 or Introduction to Physics w/lab, PSYC 101, INFM 160. Corequisites: RAD 100, RAD 110, RAD 120, RAD 121.

Prerequisites: ENGL 150, MATH 160, BIOL 118, BIOL 205, BIOL 206, CHEM 103 or Introduction to Physics w/lab, PSYC 101, INFM 160

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An introduction to radiographic image production. The course includes an overview of the concepts and components used in radiographic imaging, especially their role in image formation, image quality, and patient exposure.

RAD 191 Clinical Practice I 2 Credit Hours

Prerequisites: RAD 101

Corequisites: RAD 122, RAD 123, RAD 142, RAD 161

Initial clinical education for first-year radiography students, conducted under direct and indirect supervision of registered radiologic technologists with rotations in a variety of clinical education settings. Experience leads to completion of competencies in general radiography exams and procedures.

RAD 192 Clinical Practice II 3 Credit Hours

Prerequisites: RAD 191

Corequisites: None

Continuation of clinical education for first-year radiography students, conducted under direct and indirect supervision of registered radiologic technologists with rotations in a variety of clinical education settings. Experience leads to completion of competencies in general radiography exams and procedures. Emphasis is placed on image analysis and quality control.

RAD 200 Radiographic Pathophysiology 2 Credit Hours

Prerequisites: RAD 110

Corequisites: RAD 250, RAD 262, RAD 270, RAD 293

Normal structure and function of human systems with emphasis on related radiographic examinations and a study of the etiology and processes of human trauma and disease. Emphasis is placed on radiographic pathology of the body systems and the manifestations of the pathology.

RAD 250 Image Analysis and Quality Control 2 Credit Hours

Prerequisites: RAD 141, RAD 142, RAD 161

Corequisites: RAD 200, RAD 262, RAD 270, RAD 293

An advanced study of radiographic image quality, including receptor exposure, image contrast, spatial resolution, and distortion. The course also emphasizes image analysis, quality control, and factors influencing radiographic image quality.

RAD 262 Image Production II 3 Credit Hours

Prerequisites: RAD 161

Corequisites: RAD 200, RAD 250, RAD 270, RAD 293

An advanced study of radiographic image production. The course includes an in-depth study of the concepts and components used in radiographic imaging, especially their role in image formation, image quality, and patient exposure.

RAD 263 Image Production III 2 Credit Hours

Prerequisites: RAD 262

Corequisites: RAD 289, RAD 295, RAD 299

Continued study of advanced principles in radiographic image production. The course includes an in-depth study of the concepts and components used in radiographic imaging, especially their role in image formation, image quality, and patient exposure.

RAD 270 Radiation Biology and Protection 3 Credit Hours

Prerequisites: RAD 142

Corequisites: RAD 200, RAD 250, RAD 262, RAD 293

An in-depth study of radiation biology, to include the effects of ionizing radiation on living tissues, organs and systems. Advanced study of radiation protection principles and regulations.

RAD 289 Professionalism and Ethics 3 Credit Hours

Prerequisites: RAD 100

Corequisites: RAD 263, RAD 295, RAD 299

An introduction to professional advancement, professional credentialing, and professional organizations in the radiologic sciences. Includes discussions of medico-legal concepts, terminology, and analyses of potential medical ethical dilemmas.

RAD 293 Clinical Practice III 2 Credit Hours

Prerequisites: RAD 192

Corequisites: RAD 200, RAD 250, RAD 262, RAD 270

Continuation of clinical education for second-year radiography students, conducted under direct and indirect supervision of registered radiologic technologists with rotations in a variety of clinical education settings. Experience leads to completion of competencies in general radiography exams and procedures.

RAD 294 Clinical Practice IV 1 Credit Hours

Prerequisites: RAD 293

Corequisites: None

Continuation of clinical education for second-year radiography students, conducted under direct and indirect supervision of registered radiologic technologists with rotations in a variety of clinical education settings. Includes introduction to rotations in specialty imaging modalities, to include interventional radiology, cardiac cath lab, computed tomography, nuclear medicine, diagnostic medical sonography, radiation therapy, mammography, and magnetic resonance imaging.

RAD 295 Clinical Practice V 2 Credit Hours

Prerequisites: RAD 294

Corequisites: RAD 289, RAD 263, RAD 299

Continuation of clinical education for second-year radiography students, conducted under direct and indirect supervision of registered radiologic technologists with rotations in a variety of clinical education settings. Includes continued rotations in specialty imaging modalities, to include interventional radiology, cardiac cath lab, computed tomography, nuclear medicine, diagnostic medical sonography, radiation therapy, mammography, and magnetic resonance imaging.

RAD 299 Radiography Capstone 4 Credit Hours

Prerequisites: All program courses must be complete except for RAD 289, RAD 263, & RAD 295

Corequisites: RAD 289, RAD 263, RAD 295

A comprehensive overview of the program curriculum in preparation for the ARRT certification examination in Radiography.

BACHELOR OF SCIENCE IN DIAGNOSTIC IMAGING

CTI 300 CT Physics and Instrumentation 3 Credit Hours

This course considers CT imaging in terms of system operations, components, and instrumentation. The course also emphasizes an understanding of image processing, image display, storage and networking, image quality, as well as artifact recognition and reduction.

CTI 302 CT Imaging Procedures 2 Credit Hours

Course content emphasizes basic and advanced CT scanning procedures to include neurologic, spinal, thoracic, abdominal, pelvic, extremity, and angiographic scanning techniques. Specific scan parameters and contrast administration protocols are all considered in detail. Courses content also includes a simulated laboratory experience emphasizing fundamental CT scanning procedures.

DMS 304 Physics & Instrumentation I 3 Credit Hours

This course will provide a detailed study of the principles of the production and propagation of sound waves as applied to diagnostic medical sonography. In addition the student will be provided with detailed knowledge of transducers, sound waves, equipment operation and the steps necessary to optimize the sonographic image.

DMS 306 Sonographic Anatomy of the Abdomen & Small Parts I 3 Credit Hours

Corequisite: DMS 310

This course introduces anatomy, physiology, pathology and scanning techniques of the biliary system, liver, pancreas, the male pelvis, vascular structures, retroperitoneal, musculoskeletal, and superficial structures as it pertains to sonography. Consideration is given to cross-sectional anatomy as it applies to sonographic scanning. This also introduces the diagnostic foundations of diagnostic medical sonography including terminology, scan plane orientations, and anatomical relationships. Emphasis is placed on descriptive terms and definitions used in clinical practice and when creating an unconfirmed sonographer report for the reading physician/radiologist.

DMS 308 Sonographic Abdominal & Small Parts Pathology I 3 Credit Hours

Corequisite: DMS 312

This course is a continued in-depth study of pathology encountered in the abdominal, retroperitoneal, and superficial anatomical structures. Emphasis will be placed on interpretation of laboratory tests, related clinical signs and symptoms, and recognition of normal and abnormal CT, MRI and sonographic images. This also introduces the diagnostic foundations of diagnostic medical sonography including terminology, scan plane orientations, and anatomical relationships. Emphasis is placed on descriptive terms and definitions used in clinical practice and when creating an unconfirmed sonographer report for the reading physician/radiologist.

DMS 310 Sonographic Anatomy of the Abdomen & Small Parts I Lab 4 Credit Hours

Corequisite: DMS 306

This course is a simulation lab that encompasses an introduction to ultrasound anatomy scanning with emphasis on liver, gallbladder, pancreas, spleen, kidneys, thyroid, IVC, aorta, and small parts. The student will learn patient preparation, scanning techniques and imaging protocols. Emphasis will be placed on interpretation of laboratory tests, related clinical signs and symptoms of the patient.

DMS 312 Sonographic Abdominal & Small Parts Pathology I Lab 4 Credit Hours

Corequisite: DMS 308

This course is a simulation lab that encompasses an introduction to ultrasound pathology scanning of liver, gallbladder, pancreas, spleen, kidneys, thyroid, IVC, aorta, and small parts. The student will

learn patient preparation, scanning techniques and imaging protocols. Emphasis will be placed on interpretation of laboratory tests, related clinical signs and symptoms, and recognition of normal versus abnormal sonographic findings.

DMS 314 Physics & Instrumentation II 4 Credit Hours

Prerequisite: DMS 304

This course is a continuation of the detailed study of the principles of the production and propagation of sound waves as applied to diagnostic medical sonography. It will cover the physics parameters of ultrasound to include artifacts, quality assurance, bio-effects and AIUM guidelines for ultrasound usage. This course will prepare the student for the national ARDMS SPI registry examination.

DMS 316 Vascular Physics & Instrumentation I 3 Credit Hours

This course encompasses all aspects and topics related to vascular physics and instrumentation. It includes an introduction to anatomy of the peripheral arterial and venous systems and cerebrovascular with emphasis on hemodynamics of the arterial and venous systems and Doppler Imaging.

DMS 318 Gynecology I 3 Credit Hours

Corequisite: DMS 320

This course consists of basic anatomy and function of the female reproductive system and related anatomy to include the menstrual cycle. It includes the normal and abnormal sonographic appearance of the female pelvis and scanning techniques to demonstrate uterine and ovarian pathologies.

DMS 320 DMS Specific Gynecology Lab 2 Credit Hours

Corequisite: DMS 318

This course is an intense simulation lab introduction to gynecologic ultrasound scanning of the female pelvis to include the uterus and ovaries. The student will learn patient preparation, scanning techniques and imaging protocols. Emphasis will be placed on interpretation of laboratory tests, related clinical signs and symptoms, and recognition of normal structures.

DMS 322 Gynecology II 2 Credit Hours

Prerequisites: DMS 318, DMS 320

This is a final comprehensive overview with emphasis on the female reproductive system and menstrual cycle, and gynecological ultrasound procedures and testing to prepare the student for taking the national ARDMS OB/GYN registry examination.

DMS 324 Obstetrics I 2 Credit Hours

This course will cover the normal growth and anatomy of the fetus from conception to birth. It includes the normal and abnormal sonographic appearance of the fetus, placenta, umbilical cord, and related structures during the 1st, 2nd, and 3rd trimesters.

DMS 326 Physics & Instrumentation III 2 Credit Hours

Prerequisites: DMS 304, DMS 314, DMS 316

This course is the final comprehensive overview of the physical principles and instrumentation as it relates to ultrasound physics, vascular physics, and instrumentation. This course will prepare the student for the national ARDMS SPI registry examination.

DMS 330 Vascular Technology I 3 Credit Hours

Prerequisite: DMS 316

Corequisite: DMS 332

This course is designed to discuss all aspects and topics related to vascular testing and evaluations. Emphasis will be placed on venous evaluations and test validation. The capabilities, limitations, physical properties, techniques, patient positioning, and test interpretation of each section will be discussed. This course will include arterial, venous, and cerebrovascular examinations which will encompass both normal vascular structures as well as the disease process as it pertains to vascular technology.

DMS 332 DMS Specific Vascular Lab 2 Credit Hours

Prerequisite: DMS 316

Corequisite: DMS 330

This course is an intense introduction to vascular ultrasound scanning. This intensive lab will focus on arterial, venous, cerebral vascular examinations. The student will learn patient preparation, scanning techniques and imaging protocols. Emphasis will be placed on interpretation of laboratory tests, related clinical signs and symptoms, and recognition of normal vascular structures as well as the disease process for vascular structures.

DMS 334 Obstetrics II 3 Credit Hours

Prerequisite: DMS 324

This course is a continuation and a comprehensive overview of the normal growth and anatomy of the fetus from conception to birth. It includes the normal and abnormal sonographic appearance of the fetus, placenta, umbilical cord, and related structures from the 1st, 2nd, and through the 3rd trimester. It will include case studies as they pertain to normal and high risk obstetrical ultrasound to prepare the student for taking the national ARDMS OB/GYN registry examination.

DMS 336 Sonographic Abdominal & Small Parts Pathology II 3 Credit Hours

Prerequisites: DMS 308, DMS 312

This course is a comprehensive overview of the anatomy and pathology encountered in the abdominal, retroperitoneal, and superficial anatomical structures. Case studies will review normal abdominal and small parts anatomy and the pathologies associated with abdominal and small parts as they pertain to ultrasound imaging. It will prepare the student for taking the national ARDMS ABD registry examination.

DMS 338 Obstetrics & Gynecology III 4 Credit Hours

Prerequisites: DMS 318, DMS 320, DMS 322, DMS 324, DMS 334

This course is a comprehensive overview of the normal anatomy and function of the female reproductive system as well as a comprehensive review of all uterine and ovarian pathologies as well as the normal versus abnormal growth and anatomy of the fetus during the 1st, 2nd, and 3rd trimesters. This course will prepare the student for the national ARDMS OB/GYN registry examination.

DMS 340 Vascular Technology II 4 Credit Hours

Prerequisites: DMS 316, DMS 330, DMS 332

This course is a comprehensive overview of all aspects and topics related to vascular testing and evaluations. Emphasis is on Transcranial Doppler Imaging, Arterial Testing, Venous Testing, and Test Validations in preparation for the national ARDMS Vascular Technology registry examination.

DMS 342 Advanced DMS Specific Comprehensive Lab 1 Credit Hour

This course is a simulation lab overview of abdominal, small parts, gynecology, obstetrics and vascular labs to include all protocols. The student will be responsible for demonstrating knowledge of normal verses abnormal when scanning as well as pertinent labs

DMS 344 DMS Neurosonography 1 Credit Hour

This course encompasses a detailed study of anatomy, pathology and scanning techniques related to sonographic examinations of the neonate. Emphasis will be placed upon the imaging of the neonatal intracranial structures. Dissection lab is included.

DMS 352 DMS Specific Practicum I 2 Credit Hours

This course is an in-depth clinical experience focusing on imaging studies, imaging protocols, clinical competencies, clinical instructor evaluations, affiliate surveys, exam counts and patient care. The student will be expected to learn and utilize the Trajecsyst Reporting System. Clinical settings vary through the course of the specialty program.

DMS 354 DMS Specific Practicum II 3 Credit Hours

Corequisite: DMS 352

This course is an in-depth clinical experience focusing on imaging studies, imaging protocols, clinical competencies, clinical instructor evaluations, affiliate surveys, exam counts and patient care. The student will be expected to learn and utilize the Trajecsyst Reporting System. Clinical settings vary through the course of the specialty program.

DMS 356 DMS Specific Practicum III 2 Credit Hours

Prerequisites: DMS 352, DMS 354

This course is an in-depth clinical experience focusing on imaging studies, imaging protocols, clinical competencies, clinical instructor evaluations, affiliate surveys, exam counts and patient care. The student will be expected to learn and utilize the Trajecsyst Reporting System. Clinical settings vary through the course of the specialty program.

DMS 358 DMS Specific Practicum IV 2 Credit Hours

Prerequisites: DMS 352, DMS 354, DMS 356

This course is an in-depth clinical experience focusing on imaging studies, imaging protocols, clinical competencies, clinical instructor evaluations, affiliate surveys, exam counts and patient care. The student will be expected to learn and utilize the Trajecsyst Reporting System. Clinical settings vary through the course of the specialty program.

DMS 360 DMS Specific Practicum V 3 Credit Hours

Prerequisites: DMS 352, DMS 354, DMS 356, DMS 358

This course is an in-depth clinical experience focusing on imaging studies, imaging protocols, clinical competencies, clinical instructor evaluations, affiliate surveys, exam counts and patient care. The student will be expected to learn and utilize the Trajecsyst Reporting System. Clinical settings vary through the course of the specialty program.

DMS 362 DMS Specific Practicum VI 2 Credit Hours

Prerequisites: DMS 352, DMS 354, DMS 356, DMS 358, DMS 360

This course is an in-depth clinical experience focusing on imaging studies, imaging protocols, clinical competencies, clinical instructor evaluations, affiliate surveys, exam counts and patient care. The student will be expected to learn and utilize the Trajecsyst Reporting System. Clinical settings vary through the course of the specialty program.

DMS 364 DMS Specific Practicum VII 3 Credit Hours

Prerequisites: DMS 352, DMS 354, DMS 356, DMS 358, DMS 360, DMS 362

This course is an in-depth clinical experience focusing on imaging studies, imaging protocols, clinical competencies, clinical instructor evaluations, affiliate surveys, exam counts and patient care. The student will be expected to learn and utilize the Trajecsys Reporting System. Clinical settings vary through the course of the specialty program.

ECH 300 Cardiovascular Physics & Instrumentation 3 Credit Hours

This course applies general and vascular ultrasound physics to the discipline of echocardiography.

This course is designed for those who have successfully completed general or vascular physics. This course also includes an in-depth study of cardiac physiology. Emphasis will be placed on interpretation of laboratory tests and recognition of normal sonographic patterns.

ECH 304 Cardiovascular Anatomy & Pathology I 4 Credit Hours

This course is a continuation of the examination of the normal and abnormal adult heart. The course continues with a detailed study of cardiovascular disease and its assessment in echocardiography.

Emphasis will be placed on interpretation of laboratory tests, related clinical signs and symptoms, and recognition of normal and abnormal sonographic patterns. This course is designed for those who are already registered sonographers.

ECH 306 Echocardiographic Image Acquisition 2 Credit Hours

This course will provide the student with an in-depth introduction to echocardiographic images, clips, and protocols that are required for routine echocardiographic examinations. This course covers the proper acquisition and technique for obtaining the 2D, color Doppler, and spectral Doppler used in echocardiography. The course utilizes multiple audio-visual tools including a large echocardiographic image file library, detailed instruction video clips, dedicated web blog, and links to educational echocardiographic Web sites.

ECH 311 Cardiovascular Anatomy & Pathology II 3 Credit Hours

Prerequisite: ECH 304

This course is a continuation of the examination of the normal and abnormal adult heart. The course continues with a detailed study of cardiovascular disease and its assessment in echocardiography.

Emphasis will be placed on interpretation of laboratory tests, related clinical signs and symptoms, and recognition of normal and abnormal sonographic patterns. This course is designed for those who are already registered sonographers.

IRI 304 Interventional Angiography 3 Credit Hours

Course provides instruction in patient preparation, exam indications and contraindications, patient positioning, and imaging techniques for interventional radiography. Subjects include basic catheterization techniques, and angiography of the neurovascular system, thorax, abdomen, and peripheral vasculature.

IRI 310 Vascular Interventions 4 Credit Hours

Course considers specialized interventional procedures including angioplasty, atherectomy, embolotherapy, thrombolysis, stents, grafts, and specific trauma interventions.

IRI 312 Non-Vascular Interventions 4 Credit Hours

Course considers advanced non-vascular anatomy and physiology, technical considerations, exam indications and contraindications, patient positioning, and imaging techniques for non-vascular

interventional radiography. Special attention is given to gastrointestinal interventions, genitourinary interventions, biliary interventions, as well as drains and biopsies.

IRI 330 Cardiac Interventions 2 Credit Hours

Course content emphasizes the specialized imaging techniques and interventions in cardiac catheterization. Major subjects include coronary interventions, non-coronary interventions, catheterization techniques, and cardiac hemodynamic.

MAM 302	Mammographic Positioning and Technique I	2 Credit Hours
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This course is an introduction to mammographic positioning to include routine positioning as well as atypical patient considerations. In addition, the student will be provided detailed knowledge regarding imaging technique and evaluation.

MAM 304	Mammographic Anatomy and Pathology	3 Credit Hours
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Content begins with a review of gross anatomy of the breast. Detailed study of anatomy and breast pathology will follow emphasizing the role of the mammographer in the recognition of pathology.

MAM 306	Mammographic Physics and Instrumentation	2 Credit Hours
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Content is designed to impart an understanding of the physical principals and instrumentation of mammography.

MAM 308	Mammographic Quality Control	3 Credit Hours
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Course content considers advances principles of mammographic quality control. Core curriculum emphasizes the features of an appropriate quality control program and essential quality control procedures.

MAM 310	Mammographic Positioning and Technique II	3 Credit Hours
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This course is a continuation of mammographic posing as it relates to advanced positioning as well as atypical patient considerations. In addition, the student will be provided detailed knowledge regarding imaging technique and evaluation.

MRI 300	MRI Physics and Instrumentation	3 Credit Hours
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This course considers MRI imaging in terms of system operations, components, and instrumentation. The course also emphasizes an understanding of image processing, image display, storage and networking, image quality, as well as artifact recognition and reduction.

MRI 306	MRI Imaging Procedures	2 Credit Hours
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Course content emphasizes basic and advanced MRI scanning procedures to include neurologic, spinal, thoracic, abdominal, pelvic, extremity, and angiographic scanning techniques. Specific scan parameters and contrast administration protocols are all considered in detail. Courses content also includes a simulated laboratory experience emphasizing fundamental MRI scanning procedures.

SDI 235	Common Reader	1 Credit Hour
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Prerequisites: None

This course is designed to assist students in understanding the message conveyed by a common reader novel through reading the text, answering questions, and participating in discussions about topics associated with the text. This course is the same as HUMN 235, NRSI 235, and NRNC 235.

- SDI 300 Specialty Imaging Ethics 3 Credit Hours**
 This course is designed to teach the fundamental principles of ethics for the healthcare professional. Course content includes a variety of ethical and legal considerations in multiple healthcare settings.
- SDI 302 Specialty Imaging Sectional Anatomy 2 Credit Hours**
 This course is a systematic review of human anatomy as imaged in sectional planes. Anatomical structures will be identified in axial, sagittal, coronal, and oblique sections and in relationship to other structures.
- SDI 303 Cardiovascular Anatomy and Physiology 3 Credit Hours**
 Course content includes advanced anatomy and physiology of the cardiovascular system. Vasculature of heart, neurologic system, thorax, abdomen, pelvis, and extremities are all considered.
- SDI 304 Specialty Imaging Pathology 2 Credit Hours**
 Content considers common diseases and injuries diagnosable through specialty imaging modalities. Each disease or trauma process is examined in terms of its description, etiology, associated symptoms and characteristic appearance in sectional imaging. Terms associated with these pathologies will be included.
- SDI 314 Specialty Imaging Patient Care and Safety 3 Credit Hours**
 This course gives special consideration to patient assessment and monitoring techniques, pharmacology for the specialty imager, medication administration, IV therapy, and contrast administration. Course content will include standards of patient care for all imaging modalities.
- SDI 318 Health Information Management, Ethics, and Medical Law 3 Credit Hours**
 Prerequisite: Instructor permission
 This course is intended to provide students with an understanding of health information management concepts, including: data management processes, documentation requirements, filing systems and primary/secondary data. This course will also introduce the student to medical law and ethical professional challenges in the management of health information including HIPAA, privacy and security, and code of ethics. This course is the same as MDCO 318, MACC 318, NRSI 318, and NRNC 318.
- SDI 320 Advanced Digital Imaging & Informatics 2 Credit Hours**
 This course considers the fundamental principles of digital imaging and informatics in diagnostic imaging, including digital instrumentation, data acquisition, image production, post-processing, and digital display. The course also includes a focused study of workflow and informatics in diagnostic imaging.
- SDI 328 Health Care Delivery Systems 2 Credit Hours**
 Prerequisite: Instructor permission
 This course introduces the student to health care organizations, work systems, and the associated regulatory concerns. Topics include: governing bodies that regulate the health information management processes, licensure and regulatory agencies, and accreditation standards for the delivery of health care. This course is the same as MDCO 328, NRSI 328, and NRNC 328.
- SDI 330 ABC's of PQRST 1 Credit Hour**
 Prerequisites: Pre/Corequisite(s): ASN—Prerequisites: NURS 105 or equivalent; BSN-E—Prerequisites: NRSI 202 or equivalent; BSN-A—Prerequisites: NRSI 202 or equivalent; RN to BSN—Prerequisites: none; BSDI—prerequisites: none.

The student is introduced to the interpretation of normal and abnormal cardiac rhythms. Symptomatology and interventions will be reviewed briefly, but the major emphasis will be on differentiation of various rhythms. Practice with multiple samples is emphasized as the chief method of preparation. This course is the same as NRSI 330 and NRNC 330.

SDI 332 Advanced EKG 2 Credit Hours

Prerequisites: NRSI/NRNC/SDI 330 or instructor permission

The student is introduced to the interpretation of 12 Lead EKG for acute coronary syndromes (ACS), bundle branch blocks, and ventricular hypertrophy. Symptomatology and interventions will be reviewed with an emphasis on EBP for the treatment of ACS. Practice with multiple samples of 12 lead EKGs and independent literature search is emphasized as the chief method of preparation. This course is the same as NRSI 332 and NRNC 332.

SDI 338 Healthcare Reimbursement and Insurance 2 Credit Hours

Prerequisites: Instructor permission

Introduction to the basics of health insurance, medical insurance billing including Medicare, Medicaid and private insurance companies, primary and secondary claims. Reimbursement methodologies including payment systems interface between business office and Health Information Management Systems (HIM) and optimizing reimbursement. Students will understand the components of the revenue cycle. This course is the same as MDCO 338, NRSI 338, and NRNC 338.

SDI 340 Practicum I 3 Credit Hours

This course is an in-depth clinical experience focusing on imaging studies, imaging protocols, and patient care. Clinical settings vary through the course of the specialty program.

SDI 350 End of Life 3 Credit Hours

Prerequisite: Instructor permission

This course provides theory in providing care for individuals and their families at end-of-life. The focus will be on adult care with adaptations throughout the life span. This course is the same as NRSJ 350 and NRNC 350.

SDI 355	Emergency Preparedness and First Aid Response	3 Credit Hours
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Prerequisite: None

This course is intended for general public first responders. The participant will explore potential types of emergencies and/or disasters (including natural and human-made) and develop an individual preparedness plan. The course provides instructions on basic first aid, where participants will learn to recognize and respond to emergencies in infants, children and adults, which includes information on breathing emergencies and caring for bleeding, sudden illnesses, and injuries. Additional information provided in the course addresses the prevention of disease transmission and how to deal with special situations. This course is the same as NRSI 355.

SDI 359 The Healthy Provider 3 Credit Hours

Prerequisite: None

The Healthy Provider is designed to raise awareness and empower students to take personal responsibility for their overall health and wellness. By becoming aware of their current level of wellness, students are encouraged to become intentional and proactive in setting and attaining wellness goals. Throughout this course students will learn strategies to maintain regular exercise, a healthy diet, and prevention of common hazards associated with the demands of health care. The course explores unique challenges providers face in attaining and maintaining health while caring for others. This course is the same as NRSI 359 and NRNC 359.

1 Credit Hour

This course is an in-depth clinical experience focusing on imaging studies, imaging protocols, and patient care. Clinical settings vary through the course of the specialty program.

3 Credit Hours

This course is a comprehensive overview of the program curriculum in preparation for the specialty credential examination(s).

3 Credit Hours

This course provides an examination of interprofessional competencies applied to ethical issues in healthcare practice. The importance of collaborative, interprofessional practice will be presented, discussed, and applied. Learners will investigate the principles of bioethics in the clinical setting and learn how to best apply and measure evidence-based ethical competencies to address critical issues in healthcare. This course is the same as NRSI 366 and NRNC 366.

3 Credit Hours

With the rapidly changing environment in healthcare, effective leadership skills are critical for providers to obtain and apply to their daily practice. This course will enable the learner to understand, develop, and apply leadership knowledge, skills, and abilities for the healthcare environment. The learner will utilize an interprofessional, strengths-based approach for their own professional development as they explore and analyze leadership theory, frameworks, and competencies. This course is the same as NRSI 368 and NRNC 368.

3 Credit Hours

This course will explore the spiritual aspect of healthcare, primarily from a Judea-Christian perspective. Contemporary and evidence-based theoretical frameworks about delivery of spiritually competent care, including the foundations of spiritual care-giving and spiritual self-awareness on the part of the healthcare provider will be emphasized. Facilitating spiritual wellbeing through the practice of rituals will be discussed. Students will become familiar with the provider's role in the client's quest for meaning and how the provider, through collaboration with other spiritual caregivers, can optimize wellbeing and expedite the healing process of clients in a variety of health settings. This course is the same as NRSI 371 and NRNC 371.

3 Credit Hours

Over one-fourth of Americans over age 65 have Diabetes. Diabetes is also a diagnosis in 789 out of every 1000 patients over 65 who are admitted into our hospitals. Diabetes incidence and prevalence continue to rise and will be influenced by the Baby Boomer population as it continues to age. Health care professionals will continue to care for a great number of patients who live with Diabetes. In this class we will identify normal blood glucose metabolism, the pathophysiology of diabetes, along with current Diabetes management, treatment and prevention of the complications of Diabetes. As well informed Health Care Professionals you will feel confident in acting on Diabetes Emergencies you may encounter, as well as being able to understand and reinforce individual patient's Diabetes management efforts. This course is the same as NRSI 373 and NRNC 373.

1 Credit Hour

This course is a comprehensive overview of the program curriculum in preparation for the specialty credential examination(s).

3 Credit Hours

This course reviews current federal, state, and local regulatory trends in radiologic sciences and diagnostic imaging. Special attention is given to professional licensure issues, Centers for Medicare & Medicaid Services (CMS) regulatory trends, the effects and current state of the Medicare Improvements for Patients and Providers Act (MIPPA), the effects and current state of the Affordable Care Act, and American College of Radiology (ACR) accreditation requirements. The content of the course is designed to emphasize the most pertinent issues at the time of offering. Current initiatives of the MSRT, ASRT, ARRT, JRCERT, NRC, EPA, FDA, NCRP, and other professional bodies may also be considered.

3 Credit Hours

This course is an in-depth clinical experience focusing on imaging studies, imaging protocols, and patient care. Clinical settings vary through the course of the specialty program. This practicum is for CT, Mammography, and Echocardiography students.

3 Credit Hours

This course is an in-depth clinical experience focusing on imaging studies, imaging protocols, and patient care. Clinical settings vary through the course of the specialty program. This practicum is for IR and MRI students.

3 Credit Hours

This course is an in-depth clinical experience focusing on imaging studies, imaging protocols, and patient care. Clinical settings vary through the course of the specialty program.

3 Credit Hours

This course focuses on communicable and reportable diseases in the United States. Principles of epidemiology, contact investigation, and outbreak control measures are discussed. Categories of diseases discussed include respiratory, enteric, blood-borne, and vector-borne. Basic epidemiologic calculations will be covered. Same as NRSI 430 and NRNC 430.

3 Credit Hours

This course provides an in-depth view of major pathologies and anatomic anomalies as imaged by the core diagnostic imaging modalities – x-ray, computed tomography (CT), magnetic resonance imaging (MRI), sonography, and nuclear medicine. Specific body systems addressed include the Skeletal System, Respiratory System, Gastrointestinal System, Urinary System, and Reproductive System. An overview of x-ray and specialty imaging physics is included. The course focuses on the scope, function, strengths, and limitations of each modality in imaging specific disease processes.

SDI 454 Advanced Studies in Specialty Imaging Pathology II 3 Credit Hours

Prerequisites(s): BIOL 205, BIOL 206 or instructor permission. BIOL 382 or SDI 304 recommended.

This course provides an in-depth view of major pathologies and anatomic anomalies as imaged by the core diagnostic imaging modalities – x-ray, computed tomography (CT), magnetic resonance imaging (MRI), sonography, and nuclear medicine. Specific body systems addressed include the Cardiovascular System, Nervous System, Hematopoietic System, and Endocrine System. An overview of x-ray and specialty imaging physics is included. The course focuses on the scope, function, strengths, and limitations of each modality in imaging specific disease processes.

SDI 455 Advanced Studies in Radiation Biology 3 Credit Hours

Prerequisites(s): Instructor permission

Content is designed to present advanced concepts and principles of radiation biology. The interactions of radiation with cells, tissues and the body as a whole and resultant biophysical events will be presented. Discussion of the theories and principles of tolerance dose, time-dose relationships, fractionation schemes and the relationship to specialty imaging will be discussed, examined and evaluated.

SDI 471 Advanced Studies in Human Oncology I 3 Credit Hours

Prerequisites(s): BIOL 205, BIOL 206 or instructor permission. BIOL 382 or SDI 304 recommended.

This course provides a general overview of human oncology and a detailed study of neoplasia. The processes involved in the development and classification of both benign and malignant tumors and site-specific information on malignant tumors are presented. This course is the same as NRSI 471 and NRNC 471.

SDI 472 Advanced Studies in Human Oncology II 3 Credit Hours

Prerequisite: SDI 471 or instructor permission

Course is an advanced study of cancers primarily affecting females, including breast cancers, gynecological cancers, and related metastatic disease. The epidemiology, etiology, detection, diagnosis, patient condition, treatment and prognosis will be presented, discussed and evaluated in relationship to histology, anatomical site and patterns of spread. The medical, biological and pathological aspects are all addressed in detail. Same as NRSI 472 and NRNC 472.

SDI 473 Advanced Studies in Human Oncology III 3 Credit Hours

Prerequisite: SDI 471 or instructor permission

Course is an advanced study of cancers affecting the gastrointestinal tract, GI accessory organs, genitourinary system, and related metastatic disease. Specific primary cancers addressed in this course include esophageal, stomach, intestinal, colorectal, prostate, liver, pancreas, and kidney. The epidemiology, etiology, detection, diagnosis, patient condition, treatment and prognosis will be presented, discussed and evaluated in relationship to histology, anatomical site and patterns of spread. The medical, biological and pathological aspects are all addressed in detail. This course is the same as NRSI 473 and NRNC 473.

SDI 474 Advanced Studies in Human Oncology IV 3 Credit Hours

Prerequisite: SDI 471 or instructor permission

Course is an advanced study of cancers affecting the respiratory system, central nervous system, skeletal system, and related metastatic disease. Additional information will be presented on pediatric cancers and uncategorized soft tissue cancers. The epidemiology, etiology, detection, diagnosis, patient condition, treatment and prognosis will be presented, discussed and evaluated in relationship to histology, anatomical site and patterns of spread. The medical, biological and pathological aspects are all addressed in detail. Same as NRSI 474 and NRNC 474.

Bachelor of Science in Nursing (RN to BSN)

NRNC 235 Common Reader

1 Credit Hour

Prerequisite: None

This course is designed to assist students in understanding the message conveyed by a common reader novel through reading the text, answering questions, and participating in discussions about topics associated with the text. This course is the same as SDI 235, HUMN 235 and NRSI 235.

NRNC 300 Nursing Informatics

3 Credit Hours

This course is designed to give the student insight and experience in the application of information science to nursing practice. The electronic environment is explored as a resource for the enhancement of communication, clinical decision making, professional role development and knowledge discovery. Students are required to demonstrate the use of software applications including e-mail, Internet browser applications, literature databases and electronic documentation systems. Student's knowledge of professional writing will be refreshed along with APA knowledge through a variety of writing assignments.

NRNC 312 Health Assessment

3 Credit Hours

This course builds on the practical knowledge that many RNs utilize in various health care agencies. The course provides theory and practice in performing head-to-toe health assessments of individual clients. The focus is on the adult client with adaptations across the life span. The content of this course is delivered as an online course.

NRNC 318 Health Information Management, Ethics, and Medical Law

3 Credit Hours

Prerequisite or corequisite: Instructor permission

This course is intended to provide students with an understanding of health information management concepts, including: data management processes, documentation requirements, filing systems and primary/secondary data. This course will also introduce the student to medical law and ethical professional challenges in the management of health information including HIPAA, privacy and security, and code of ethics. This course is the same as MDCO 318, MACC 318, SDI 318, and NRSI 318.

NRNC 328 Health Care Delivery Systems

2 Credit Hours

Prerequisite or corequisite: Instructor permission

This course introduces the student to health care organizations, work systems, and the associated regulatory concerns. Topics include: governing bodies that regulate the health information management processes, licensure and regulatory agencies, and accreditation standards for the delivery of health care. Same as MDCO 328, MACC 328, SDI 328, and NRSI 328.

NRNC 330 ABC's of PQRST

1 Credit Hour

Prerequisites: Pre/Corequisites: ASN—Prerequisites: NURS 105 or equivalent; BSN-E—Prerequisites: NRSI 202 or equivalent; BSN-A—Prerequisites: NRSI 202 or equivalent; RN to BSN—Prerequisites: none; BSDI—prerequisites: none.

The student is introduced to the interpretation of normal and abnormal cardiac rhythms. Symptomatology and interventions will be reviewed briefly, but the major emphasis will be on differentiation of various rhythms. Practice with multiple samples is emphasized as the chief method of preparation. This course is the same as NRSI 330 and SDI 330.

NRNC 332 Advanced EKG

2 Credit Hours

Prerequisites: NRSI/NRNC/SDI 330 or instructor permission

The student is introduced to the interpretation of 12 Lead EKG for acute coronary syndromes (ACS), bundle branch blocks, and ventricular hypertrophy. Symptomatology and interventions will be reviewed with an emphasis on EBP for the treatment of ACS. Practice with multiple samples of 12 lead EKGs and independent literature search is emphasized as the chief method of preparation. This course is the same as NRSI 332 and SDI 332.

NRNC 338 Healthcare Reimbursement and Insurance 2 Credit Hours

Prerequisite: Instructor permission

Introduction to the basics of health insurance, medical insurance billing including Medicare, Medicaid and private insurance companies, primary and secondary claims. Reimbursement methodologies including payment systems interface between business office and Health Information Management Systems (HIM) and optimizing reimbursement. Students will understand the components of the revenue cycle. This course is the same as MDCO 338, SDI 338, and NRSI 338.

NRNC 350 End of Life 3 Credit Hours

Prerequisite: Instructor permission

This course provides theory in providing care for individuals and their families at end-of-life. The focus will be on adult care with adaptations throughout the life span. This course is the same as NRSI 350 and SDI 350.

NRNC 356 CAM (Complementary and Alternative Medicine) 3 Credit Hours

Prerequisites (All Students): Basic Computer Competency, Access to high-speed internet (preferred), Microsoft Office applications 2003 or higher.

This course focuses on exploration of the current body of evidenced based knowledge related to complementary and alternative medical practices and defines their uses in particular medical situations. Available methods in which nurses may integrate complementary/alternative modalities (CAM) into clinical practice to treat physiological, psychological, and spiritual needs are examined. Additionally the historical background of alternative medicine and its political implications will be discussed. This course is the same as NRSI 356.

NRNC 357 Case Studies 3 Credit Hours

*Prerequisites (All students): Basic Computer Competency, Access to high-speed internet (preferred), Microsoft Office applications 2003 or higher; **ASN**–Pre/corequisites: NURS 100, 105, 106, 210 (prerequisite), NURS 206 (pre or corequisite); **BSN-E**–Pre/corequisites: NRSI 200, 202, 215, 206 (prerequisite), NRSI 302 (pre- or corequisite); **BSN-A**–Pre/corequisites: NRSI 215, 206, 208 (prerequisite), NRSI 302 (pre or corequisite); **RN to BSN**–Pre/corequisites: Admission to program.* This course provides the opportunity to apply medical-surgical concepts through the use of directed case studies. Application of concepts related to pathophysiology, pharmacology, and diagnostic studies for various disease processes will be emphasized. Development of priority based nursing care will be highlighted. This course is the same as NRSI 357.

NRNC 358 Cross-Cultural Healthcare (LEC & LAB courses) 3 Credit Hours

Pre/Corequisites: If taking for Nursing Credit: NURS 105 or NRSI 202/208 and instructor approval; if taking in place of SOC 304 – instructor approval.

One hour of theory and two clinical laboratory hours.

This course encourages developing an understanding of diverse cultures by looking at culture and healthcare through classroom activity and through a supervised field experience within a country of focus. How the six phenomena of cultural diversity and issues of gender, religion, race and socioeconomic diversity influence health education and health promotion will be addressed. The

field experience will expose students to health issues, needs, and services within the country of focus. Students may also prepare to present health education programs in country. This course is the same as NRSI 358.

NRNC 359 The Healthy Provider 3 Credit Hours

Pre/Corequisites: Pre/Corequisite courses: None

The Healthy Provider is designed to raise awareness and empower students to take personal responsibility for their overall fitness. By becoming aware of their current level of fitness, students are encouraged to become intentional and proactive in setting and attaining fitness goals. Through the study of fitness students learn strategies to maintain regular exercise, a healthy diet, and prevention of common injuries associated with the demands of nursing. The course explores unique challenges nurses face in attaining and maintaining health and fitness while caring for others. This course is the same as NRSI 359.

NRNC 371 Spirituality 3 Credit Hours

Prerequisite: None

This course will explore the spiritual aspect of healthcare, primarily from a Judea-Christian perspective. Contemporary and evidence-based theoretical frameworks about delivery of spiritually competent care, including the foundations of spiritual care-giving and spiritual self-awareness on the part of the healthcare provider will be emphasized. Facilitating spiritual wellbeing through the practice of rituals will be discussed. Students will become familiar with the provider's role in the client's quest for meaning and how the provider, through collaboration with other spiritual caregivers, can optimize wellbeing and expedite the healing process of clients in a variety of health settings. This course is the same as SDI 371 and NRSI 371.

NRNC 373 Diabetes for the Healthcare Professional 3 Credit Hours

Over ¼ of Americans over age 65 have Diabetes. Diabetes is also a diagnosis in 789 out of every 1000 patients over 65 who are admitted into our hospitals. Diabetes incidence and prevalence continue to rise and will be influenced by the Baby Boomer population as it continues to age. Health care professionals will continue to care for a great number of patients who live with Diabetes. In this class we will identify normal blood glucose metabolism, the pathophysiology of diabetes, along with current Diabetes management, treatment and prevention of the complications of Diabetes. As well informed Health Care Professionals you will feel confident in acting on Diabetes Emergencies you may encounter, as well as being able to understand and reinforce individual patient's Diabetes management efforts. This course is the same as SDI 373 and NRSI 373.

NRNC 400 Theories and Research in Nursing 3 Credit Hours

Prerequisite: MATH 227

This course is an introduction to the importance of scientific inquiry and its relationship to theory development. Content includes a review of the research process, selected theories and conceptual models. Selected nursing literature is utilized for practice in critiquing research and ethical issues surrounding use of intellectual are discussed.

NRNC 402 Management and Leadership in Nursing (LEC & LAB courses) 4 Credit Hours

This course requires 45 hours of clinical time.

This course provides a comprehensive introduction to nursing leadership and management. Principles and theories of leadership and management as they relate to the role of the professional nurse are addressed using a variety of online methodologies.

NRNC 404 Community and Public Health Nursing 3 Credit Hours
RN to BSN track ONLY.

This course focuses on providing population-focused nursing care. Concepts of community health nursing practice are applied using a variety of online methodologies. Health promotion and disease prevention concepts are integrated into community-oriented assignments using the community-as-partner model.

NRNC 406 Trends, Issues, and Ethics in Nursing 3 Credit Hours

This course provides an overview of relevant issues in professional nursing. Historical, legal, ethical, economic, political, and social trends and issues are discussed and related to the role of the nurse. Issues such as violence against nurses, the nursing shortage, mandatory overtime and other current issues will be explored.

NRNC 412 Professional Role Transition 3 Credit Hours
MUST BE TAKEN DURING THE FINAL SEMESTER.

This course further focuses on the synthesis of knowledge from past and current learning experiences and promotes professional practice by emphasizing principles of lifelong learning and caring practices. Focuses on the socialization of the nurse into the profession, emphasizing nursing's body of knowledge, the legal and ethical responsibilities of nurses, and issues they face. It also focuses on communication and theoretical clinical application of the principles of the roles of professional practice including educator, consumer of research, leader/manager and provider of care within the community. Collaboration with other health care providers to improve evidence-based outcomes of individuals, families and communities in a diverse society is emphasized. Student will create a portfolio that will document successful completion of individual goals and program outcomes.

NRNC 430 Epidemiology 3 Credit Hours

Prerequisites: Pre/Corequisites: ASN—Pre/corequisites: NURS 206 Clinical Applications III; BSN-E&BSN-A—Pre/corequisites: NRSI 302 Adult Medical-Surgical I; RN to BSN—Pre/corequisites: none; BSDI—Pre/corequisites: none

This course focuses on communicable and reportable diseases in the United States. Principles of epidemiology, contact investigation, and outbreak control measures are discussed. Categories of diseases discussed include respiratory, enteric, blood-borne, and vector-borne. Basic epidemiologic calculations will be covered. This course is the same as SDI 430 and NRSI 430.

NRNC 471 Advanced Studies in Human Oncology I 3 Credit Hours

Prerequisites: BIOL 205, BIOL 206 or instructor permission. BIOL 382 or SDI 304 recommended.

This course provides a general overview of human oncology and a detailed study of neoplasia. The processes involved in the development and classification of both benign and malignant tumors and site-specific information on malignant tumors are presented. This course is the same as SDI 471 and NRSI 471.

NRNC 472 Advanced Studies in Human Oncology II 3 Credit Hours

Prerequisite: SDI 471 or instructor permission

Course is an advanced study of cancers primarily affecting females, including breast cancers, gynecological cancers, and related metastatic disease. The epidemiology, etiology, detection, diagnosis, patient condition, treatment and prognosis will be presented, discussed and evaluated in relationship to histology, anatomical site and patterns of spread. The medical, biological and pathological aspects are all addressed in detail. Same as SDI 472 and NRSI 472.

NRNC 473 Advanced Studies in Human Oncology III**3 Credit Hours***Prerequisite: SDI 471 or instructor permission*

Course is an advanced study of cancers affecting the gastrointestinal tract, GI accessory organs, genitourinary system, and related metastatic disease. Specific primary cancers addressed in this course include esophageal, stomach, intestinal, colorectal, prostate, liver, pancreas, and kidney. The epidemiology, etiology, detection, diagnosis, patient condition, treatment and prognosis will be presented, discussed and evaluated in relationship to histology, anatomical site and patterns of spread. The medical, biological and pathological aspects are all addressed in detail. This course is the same as SDI 473 and NRSI 473.

NRNC 474 Advanced Studies in Human Oncology IV**3 Credit Hours***Prerequisite: SDI 471 or instructor permission*

Course is an advanced study of cancers affecting the respiratory system, central nervous system, skeletal system, and related metastatic disease. Additional information will be presented on pediatric cancers and uncategorized soft tissue cancers. The epidemiology, etiology, detection, diagnosis, patient condition, treatment and prognosis will be presented, discussed and evaluated in relationship to histology, anatomical site and patterns of spread. The medical, biological and pathological aspects are all addressed in detail. Same as SDI 474 and NRSI 474.

Bachelor of Science in Nursing**(NRSI = BSNE; NRSC = BSNE Cabool; NRSA = BSNA.)****NRSI 197 Dosage Calculation****1 Credit Hour**

Must be taken as remediation if the dosage calculation exam in any of the nursing undergraduate courses was unsuccessful.

NRSI 205 Critical Thinking**2 Credit Hours**

This course aims to develop and strengthen the ability of the student to think critically and to communicate effectively. The student will understand the main requirements and benefits of critical thinking and the application of clinical judgement.

NRSI/NRSC 202 Foundations of Professional Nursing (LEC & LAB courses)**7 Credit Hours**

Three hours of theory and four clinical laboratory hours

this course provides the student with an introduction and exploration of the basic nursing skills that impact the practice of professional nursing in today's health care setting. The focus of this course is to facilitate the student's understanding of the professional nurses' role in promoting health and providing client care. Communication and cultural competence are presented as components of the profession nursing role.

NRSA 203 Foundations of Professional Nursing – Accelerated (LEC & LAB courses) 7 Credit Hours

Three hours of theory and four clinical laboratory hours.

This course presents an historical perspective of nursing, an overview of the nursing profession and concepts basic to nursing practice as expressed in the college's philosophy of nursing and curricular threads. The focus of this course is to facilitate the student's understanding of the professional nurses' role in promoting health and providing client care. The nursing process is introduced as the decision making approach in the delivery of nursing care, and students develop basic nursing skills. Communication and cultural competence are presented as components of the professional nursing role.

NRSI/NRSC/NRSA 215 Pharmacological Basis of Nursing Practice 3 Credit Hours

This course is designed to provide students with the basic knowledge to safely administer drugs to clients of all ages. Content includes medication action, use, adverse effects, nursing implications and client education for drugs affecting the body systems and defense processes.

NRSI/NRSC/NRSA 206 Health Assessment (LEC & LAB courses) 3 Credit Hours

Two hours of theory and one clinical laboratory hour.

This course provides theory and practice in performing health assessments of individual clients. The focus is on the adult client with adaptations across the life span introduced.

NRSI/NRSC/NRSA 212 Mental Health/Illness Nursing Concepts (LEC & LAB courses) 4 Credit Hours

Two hours of theory and two clinical laboratory hours.

This course focuses on holistic nursing concepts considering individuals, families and community groups at any position on the health continuum. The nursing process will be utilized in applying mental health concepts in a variety of settings. Emphasis is placed on use of therapeutic communication and the social, political and economic context of practice is considered. Intervention modes are observed or practiced in one-to-one, small group, family and environmental settings.

NRSI/NRSC/NRSA 235 Common Reader 1 Credit Hour

Prerequisite: None

This course is designed to assist students in understanding the message conveyed by a common reader novel through reading the text, answering questions, and participating in discussions about topics associated with the text. This course is the same as HUMN 235, NRNC 235 and SDI 235)

NRSI/NRSA 300 Nursing Informatics 2 Credit Hours

This course is designed to give the student insight and experience in the application of information science to nursing practice. The electronic environment is explored as a resource for the enhancement of communication, clinical decision making, professional role development and knowledge discovery. Students are required to demonstrate the use of software applications including e-mail, Internet browser applications, literature databases and electronic documentation systems. Student's knowledge of professional writing will be refreshed along with APA knowledge through a variety of writing assignments.

NRSI/NRSC/NRSA 302 Adult Medical Surgical Nursing I (LEC & LAB courses) 8 Credit Hours

Four hours of theory and four clinical laboratory hours.

The course focus is on the holistic nursing care of adults from multicultural backgrounds along the wellness-illness continuum, with an emphasis on integration of pathophysiology and psychosocial dynamics with complex illnesses and human response patterns in the acute care setting. Use of critical thinking, decision making and research will be incorporated into teaching, caring and collaborative role of the nurse.

NRSI/NRSC/NRSA 304 Care of Childbearing Families (LEC & 2 LAB courses) 4 Credit Hours

Two hours of theory and two clinical hours

This course will focus on the development of competencies for the delivery of family-centered nursing care. The course will emphasize the nurse's role in the application of nursing process utilizing critical thinking and problem solving while managing care for families with diverse health care needs and working collaboratively with other health professionals to promote health. Consideration of standards of nursing care, scope of practice, and the application of research and evidence-based nursing practice as applied to the childbearing family are examined.

Two hours of theory and two clinical laboratory hours.

NRSI/NRSC/NRSA 306	Aging and the Older Adult	2 Credit Hours
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NRSI/NRSC/NRSA 310 Adult Medical Surgical Nursing II (LEC & LAB courses) 8 Credit Hours

NRSI/NRSC/NRSA 318 Health Information Management, Ethics, and Medical Law 3 Credit Hours

NRSI/NRSC/NRSA 321	Camp Nursing: Caring for Champions	3 Credit Hours
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NRSI/NRSC/NRSA 328	Health Care Delivery Systems	2 Credit Hours
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management processes, licensure and regulatory agencies, and accreditation standards for the delivery of health care. Same as MDCO 328, MACC 328, SDI 328, and NRNC 328.

NRSI/NRSC/NRSA 330 ABC's of PQRST 1 Credit Hour

Pre/Corequisites: ASN—Prerequisites: NURS 105 or equivalent; BSN-E—Prerequisites: NRSI 202 or equivalent; BSN-A—Prerequisites: NRSI 202 or equivalent; RN to BSN—Prerequisites: none.

The student is introduced to the interpretation of normal and abnormal cardiac rhythms.

Symptomatology and interventions will be reviewed briefly, but the major emphasis will be on differentiation of various rhythms. Practice with multiple samples is emphasized as the chief method of preparation. This course is the same as SDI 330 and NRNC 330; nursing elective.

NRSI/NRSC/NRSA 332 Advanced EKG course 2 Credit Hours

Pre/Corequisites: ASN—Prerequisites: NURS 210, NURS 206 and NRSI 390 (The ABC of PQRST or equivalent basic ECG course); BSN-E—Prerequisites: NRSI 310 (Prerequisite or Co requisite), NRSI 215 and NURS 390 (The ABC of PQRST or equivalent basic ECG course); BSN-A—Prerequisites: NRSI 310 (Prerequisite or Co requisite), NRSI 215, and NUR 390 (The ABC of PQRST or equivalent basic ECG course); RN to BSN—Prerequisites: NRSI 390 (The ABC of PQRST or equivalent basic ECG course).

The student is introduced to the interpretation of 12 Lead EKG for acute coronary syndromes (ACS), bundle branch blocks, and ventricular hypertrophy. Symptomatology and interventions will be reviewed with an emphasis on EBP for the treatment of ACS. Practice with multiple samples of 12 lead EKGs and independent literature search is emphasized as the chief method of preparation. This course is the same as SDI 332 and NRNC 332; nursing elective.

NRSI/NRSC/NRSA 338 Healthcare Reimbursement and Insurance 2 Credit Hours

Prerequisite: Instructor permission

Introduction to the basics of health insurance, medical insurance billing including Medicare, Medicaid and private insurance companies, primary and secondary claims. Reimbursement methodologies including payment systems interface between business office and Health Information Management Systems (HIM) and optimizing reimbursement. Students will understand the components of the revenue cycle. This course is the same as MDCO 338, SDI 338, and NRNC 338.

NRSI/NRSC/NRSA 350 End of Life 3 Credit Hours

Prerequisite: Instructor permission

This course provides theory in providing care for individuals and their families at end-of-life. The focus will be on adult care with adaptations throughout the life span. This course is the same as SDI 350 and NRNC 350; nursing elective.

NRSI/NRSC/NRSA 356 CAM Complementary and Alternative Medicine 3 Credit Hours

Prerequisites (All Students): Basic Computer Competency, Access to high-speed internet (preferred), Microsoft Office applications 2003 or higher.

This course focuses on exploration of the current body of evidenced based knowledge related to complementary and alternative medical practices and defines their uses in particular medical situations. Available methods in which nurses may integrate complementary/alternative modalities (CAM) into clinical practice to treat physiological, psychological, and spiritual needs are examined. Additionally the historical background of alternative medicine and its political implications will be discussed. This course is the same as NRNC 356; nursing elective.

NRSI/NRSC/NRSA 357 Case Studies 3 Credit Hours

*Prerequisites (All students): Basic Computer Competency, Access to high-speed internet (preferred), Microsoft Office applications 2003 or higher; **ASN**—Pre/corequisites: NURS 100, 105, 106, 210 (prerequisite), NURS 206 (pre or corequisite); **BSN-E**—Pre/corequisites: NRSI 200, 202, 215, 206 (prerequisite), NRSI 302 (pre- or corequisite); **BSN-A**—Pre/corequisites: NRSI 215, 206, 208 (prerequisite), NRSI 302 (pre or corequisite); **RN to BSN**—Pre/corequisites: Admission to program.* This course provides the opportunity to apply medical-surgical concepts through the use of directed case studies. Application of concepts related to pathophysiology, pharmacology, and diagnostic studies for various disease processes will be emphasized. Development of priority based nursing care will be highlighted. This course is the same as NRNC 357; nursing elective.

NRSI/NRSC/NRSA 358 Cross-Cultural Healthcare (LEC & LAB courses) 3 Credit Hours

Pre/Corequisites: If taking for Nursing Credit: NURS 105 or NRSI 202/208 and instructor approval; if taking in place of SOC 304 – instructor approval.

One hour of theory and two clinical laboratory hours.

This course encourages developing an understanding of diverse cultures by looking at culture and healthcare through classroom activity and through a supervised field experience within a country of focus. How the six phenomena of cultural diversity and issues of gender, religion, race and socioeconomic diversity influence health education and health promotion will be addressed. The field experience will expose students to health issues, needs, and services within the country of focus. Students may also prepare to present health education programs in country.

This course is the same as NRNC 358; nursing elective.

NRSI/NRSC/NRSA 359 The Healthy Provider 3 Credit Hours

Pre/Corequisites: Pre/Corequisite courses: None

The Healthy Provider is designed to raise awareness and empower students to take personal responsibility for their overall health and wellness. By becoming aware of their current level of wellness, students are encouraged to become intentional and proactive in setting and attaining wellness goals. Throughout this course students will learn strategies to maintain regular exercise, a healthy diet, and prevention of common hazards associated with the demands of health care. The course explores unique challenges providers face in attaining and maintaining health while caring for others.

NRSI/NRSC/NRSA 371 Spirituality 3 Credit Hours

Prerequisite: None

This course will explore the spiritual aspect of healthcare, primarily from a Judea-Christian perspective. Contemporary and evidence-based theoretical frameworks about delivery of spiritually competent care, including the foundations of spiritual care-giving and spiritual self-awareness on the part of the healthcare provider will be emphasized. Facilitating spiritual wellbeing through the practice of rituals will be discussed. Students will become familiar with the provider's role in the client's quest for meaning and how the provider, through collaboration with other spiritual caregivers, can optimize wellbeing and expedite the healing process of clients in a variety of health settings. This course is the same as SDI 371 and NRNC 371; nursing elective.

NRSI/NRSC/NRSA 373 Diabetes for the Healthcare Professional 3 Credit Hours

Over ¼ of Americans over age 65 have Diabetes. Diabetes is also a diagnosis in 789 out of every 1000 patients over 65 who are admitted into our hospitals. Diabetes incidence and prevalence continue to rise and will be influenced by the Baby Boomer population as it continues to age. Health care professionals will continue to care for a great number of patients who live with Diabetes. In this class we will identify normal blood glucose metabolism, the pathophysiology of diabetes, along with

current Diabetes management, treatment and prevention of the complications of Diabetes. As well informed Health Care Professionals you will feel confident in acting on Diabetes Emergencies you may encounter, as well as being able to understand and reinforce individual patient's Diabetes management efforts. This course is the same as SDI 373 and NRNC 373.

NRSI/NRSC/NRSA 400 Theories and Research in Nursing 3 Credit Hours

Prerequisite: MATH 227

This course is an introduction to the importance of scientific inquiry and its relationship to theory development. Content includes a review of the research process, selected theories and conceptual models. Selected nursing literature is utilized for practice in critiquing research and ethical issues surrounding use of intellectual are discussed.

NRSI/NRSC/NRSA 402 Management and Leadership in Nursing (LEC & LAB courses) 4 Credit Hours

Three hours of theory and one clinical laboratory hours.

This course provides a comprehensive introduction to nursing leadership and management. Principles and theories of leadership and management as they relate to the role of the professional nurse are addressed using a variety of online methodologies.

NRSI/NRSC/NRSA 404 Community and Public Health Nursing (LEC & LAB courses) 6 Credit Hours

Four hours of theory and two clinical hours BSN-E or BSN-A.

This course focuses on providing population-focused nursing care. Concepts of community health nursing practice are applied using a variety of online methodologies. Health promotion and disease prevention concepts are integrated into community-oriented practice using the community-as-partner model.

NRSI/NRSC/NRSA 406 Trends, Issues, and Ethics in Nursing 3 Credit Hours

This course provides an overview of relevant issues in professional nursing. Historical, legal, ethical, economic, political, and social trends and issues are discussed and related to the role of the nurse. Issues such as violence against nurses, the nursing shortage, mandatory overtime and other current issues will be explored.

NRSI/NRSC/NRSA 410 Nursing Capstone Course (LEC & LAB courses) 7 Credit Hours

This course is taken by BSN-E and BSN-A students and must be taken during the FINAL semester.

One hour of theory and six clinical laboratory hours

This course provides students the opportunity to demonstrate competencies consistent with program outcomes. Students collaborate with faculty and a preceptor in choosing a care setting, planning and organizing a learning experience, and practicing professional nursing in a safe and effective manner.

NRSI/NRSC/NRSA 430 Epidemiology 3 Credit Hours

Prerequisite: Pre/Corequisites: ASN—Pre/corequisites: NURS 206 Clinical Applications III; BSN-E& BSN-A—Pre/corequisites: NRSI 302 Adult Medical-Surgical I; RN to BSN—Pre/corequisites: none; BSDI—Pre/corequisites: none

This course focuses on communicable and reportable diseases in the United States. Principles of epidemiology, contact investigation, and outbreak control measures are discussed. Categories of diseases discussed include respiratory, enteric, blood-borne, and vector-borne. Basic epidemiologic calculations will be covered. This course is the same as SDI 430 and NRNC 430; nursing elective.

NRSI/NRSC/NRSA 471 Advanced Studies in Human Oncology I 3 Credit Hours

Prerequisites(s): BIOL 205, BIOL 206 or instructor permission. BIOL 382 or SDI 304 recommended.

This course provides a general overview of human oncology and a detailed study of neoplasia. The processes involved in the development and classification of both benign and malignant tumors and site-specific information on malignant tumors are presented. This course is the same as SDI 471 and NRNC 471.

NRSI/NRSC/NRSA 472 Advanced Studies in Human Oncology II 3 Credit Hours

Prerequisite: SDI 471 or instructor permission

Course is an advanced study of cancers primarily affecting females, including breast cancers, gynecological cancers, and related metastatic disease. The epidemiology, etiology, detection, diagnosis, patient condition, treatment and prognosis will be presented, discussed and evaluated in relationship to histology, anatomical site and patterns of spread. The medical, biological and pathological aspects are all addressed in detail. This course is the same as SDI 472 and NRNC 472.

NRSI/NRSC/NRSA 473 Advanced Studies in Human Oncology III 3 Credit Hours

Prerequisite: SDI 471 or instructor permission

Course is an advanced study of cancers affecting the gastrointestinal tract, GI accessory organs, genitourinary system, and related metastatic disease. Specific primary cancers addressed in this course include esophageal, stomach, intestinal, colorectal, prostate, liver, pancreas, and kidney. The epidemiology, etiology, detection, diagnosis, patient condition, treatment and prognosis will be presented, discussed and evaluated in relationship to histology, anatomical site and patterns of spread. The medical, biological and pathological aspects are all addressed in detail. This course is the same as SDI 473 and NRNC 473.

NRSI/NRSC/NRSA 474 Advanced Studies in Human Oncology IV 3 Credit Hours

Prerequisite: SDI 471 or instructor permission

Course is an advanced study of cancers affecting the respiratory system, central nervous system, skeletal system, and related metastatic disease. Additional information will be presented on pediatric cancers and uncategorized soft tissue cancers. The epidemiology, etiology, detection, diagnosis, patient condition, treatment and prognosis will be presented, discussed and evaluated in relationship to histology, anatomical site and patterns of spread. The medical, biological and pathological aspects are all addressed in detail. This course is the same as SDI 474 and NRNC 474.

NRSI/NRSC/NRSA 491 Nursing Externship 3 Credit Hours

*Prerequisite/corequisite: By permission of Cox College selection team only, two faculty letters of recommendation (one must be clinical faculty), good academic standing, and interview with Human Resources representative at CoxHealth. **ASN**-completed NURS 206 prior to beginning externship. **BSN-E**-completed NRSI 302 prior to beginning externship. **BSN-A**-completed NRSI 302 prior to beginning externship.*

This is a clinical course designed to facilitate further development of the professional nursing role and to ease role transition upon graduation. Several curricular themes are emphasized including, decision making, communication, therapeutic intervention, life span development, discovers, and role development. This is an elective course and may be repeated.

MEDICAL BILLING/CODING

MDCO 111 Human Diseases 3 Credit Hours

Prerequisites or corequisites: None

This course is a comprehensive introduction to disease processes of the human body. Subjects include causes, symptoms and treatments. This course is the same as MACC 111.

MDCO 117 Introduction to Human Anatomy & Physiology 3 Credit Hours

Prerequisite or corequisite: None

This is a non-laboratory course that provides an integrated coverage of structure and function of the human body. This course is primarily designed to provide a basic anatomy and physiology background for ancillary medical personnel. Same as MACC 117 and MDTN 117.

MDCO 118 Medical Terminology 3 Credit Hours

Prerequisite or corequisite: None

The course provides a comprehensive study of medical language including pronunciation, spelling and defining of medical terms. Emphasis is placed on anatomic, diagnostic, procedure, drugs, symptomatic, and eponymic terms and standard abbreviations of the basic body systems. This course is the same as MACC 118 and MDTN 118.

MDCO 119 Introduction to Pharmacology 2 Credit Hours

Prerequisite or corequisite: None

This course introduces the student to the principals of pharmacology and a comprehensive study of drug action, routes of administration, dosages, chemotherapy agents, vaccines and immunizations, and classes of drugs by body systems. Students will become familiar with the medications used in each body system as well as the usual dosages. Same as MDTN 119.

MDCO 120 Coding Systems I, ICD-9-CM/ICD-10-CM/PCS Coding 3 Credit Hours

Prerequisites or corequisites: MDCO 111,117,118,119, and 130

This course is a beginning coding class presenting a general overview of nomenclature and classifications systems with a focus on coding inpatient clinical information from medical records. Students learn about the International Classification of Diseases ICD-9-CM, how to code, and guidelines for usage for volumes I, II and III. Students are also introduced to the new ICD-10-CM/PCS coding system.

MDCO 130 Coding Systems II, ICD-10-PCS Root Procedures 2 Credit Hours

Prerequisite or corequisites: MDCO 111,117,118,119,120

This course will introduce the student to the ICD-10-CM/PCS system definitions and guidelines, define all the root operations and allow the students to practice assigning ICD-10-CM/PCS codes to inpatient medical records.

MDCO 140 Coding Systems III, CPT Coding 3 Credit Hours

Prerequisites or corequisites: MDCO 111,117,118,119,120,130

This course is a beginning coding class presenting a general overview and instruction of alternative classifications systems with major focus on HCPCS/CPT ambulatory care coding. Overview of Ambulatory Patient Coding (APC) and Resource Based Relative Values Scales (RBRVS) are also covered in this course. Students learn guidelines for usage of the HCPCS/CPT code book as well as Evaluation and Management coding.

MDCO 215 Electronic Health Records 2 Credit Hours

Prerequisite or corequisite: None

This course will include an overview of commonly available software tools used in health care by major vendors, including introduction to encoding tools. It will also introduce the electronic health record process; computer assisted coding, health information data analysis and data collection activities at the regional and national levels. Same as MACC 215.

MDCO 260 Coding Systems IV, Advanced Coding 4 Credit Hours

Prerequisites or Corequisites: MDCO 111,117,118,119,120,130,140

This course is an advanced coding class addressing more complex issues related to ICD-9-CM/ICD-10-CM/PCS and CPT coding. Students are introduced to the use of the 3M encoder. Assignments focus on using real medical records. Cox College has over 100 records including inpatient, outpatient surgeries and emergency room. Students are able to use these records and the 3M encoder to code according to ICD-9-CM/ICD-10-PCS and CPT guidelines. The 3M encoder enables the student to analysis the record for DRG/APC optimization. The encoder has a built-in grouper which teaches the students about diagnostic-based prospective payments. The encoder also contains a number of references including *Dorland's Medical Dictionary*, *Stedman's Abbreviation Book*, *Physician's Desk Reference for Drugs*, *Coder's Desk Reference* and *Coding Clinic*.

MDCO 270 Medical Billing and Coding Practicum 6 Credit Hours

Prerequisites or corequisites: MDCO 111,117,118,119,120,130,140,215,260,318,328,338

This is a 6-credit hour lab (180 contact hours) course. This course will provide the student with coding practice experience in a hospital, physician's office, clinic or other health care setting with directed projects common to a clinical coding specialist on the job. Students will also be provided with information that is essential to go from a student to employee. Student will prepare a cover letter, resume, and job application. Students will also spend time performing exercises for review in preparing for the CCA/CCS/CCSP/CPC.

MDCO 318 Health Information Management, Ethics, and Medical Law 3 Credit Hours

Prerequisite or corequisite: Instructor permission

This course is intended to provide students with an understanding of health information management concepts, including: data management processes, documentation requirements, filing systems and primary/secondary data. This course will also introduce the student to medical law and ethical professional challenges in the management of health information including HIPAA, privacy and security, and code of ethics. This course is the same as MACC 318, SDI 318, NRSI 318, and NRNC 318.

MDCO 328 Health Care Delivery Systems 2 Credit Hours

Prerequisite or corequisite: Instructor permission

This course introduces the student to health care organizations, work systems, and the associated regulatory concerns. Topics include: governing bodies that regulate the health information management processes, licensure and regulatory agencies, and accreditation standards for the delivery of health care. This course is the same as SDI 328, NRSI 328, and NRNC 328.

MDCO 338 Healthcare Reimbursement and Insurance 2 Credit Hours

Prerequisite or corequisite: Instructor permission

Introduction to the basics of health insurance, medical insurance billing including Medicare, Medicaid and private insurance companies, primary and secondary claims. Reimbursement methodologies including payment systems interface between business office and Health Information Management Systems (HIM) and optimizing reimbursement. Students will understand the components of the revenue cycle. Same as SDI 338, NRSI 338, and NRNC 338.

COURSE DESCRIPTIONS— INTERPROFESSIONAL GRADUATE

MASTER OF SCIENCE IN NURSING

MSN 502 Leadership in Health Care & Nursing Education Systems 3 Credit Hours

Prerequisite: NRSI/NRNC 402 or equivalent

This course will provide a comprehensive working knowledge and set of skills for Nurse Educators, Clinical Nurses in Leadership, and Advanced Practice Nurse positions to implement in their practice. Advanced concepts of leadership and management and case studies will be used.

MSN 504 Advanced Physiology and Pathophysiology 3 Credit Hours

Prerequisite: BIOL 382

This course is designed to provide the master's prepared nurse with an advanced understanding of the concepts of human physiology and pathophysiology at the advanced nursing level. It will assist the graduate to develop refined analytical skills, connect theory and practice, and articulate viewpoints and positions based on evidence-based research and practice guidelines.

Same as IP 502.

MSN 506 Ethical and Legal Practice in Health Care 3 Credit Hours

Prerequisite: NRSI/NRNC 406

The student analyzes the ethical and legal components of the health care system that decides and molds the delivery of care. Case studies and research of current third party, cultural and economic forces will be examined by the student and faculty; relationships to practice and education will be presented in a debate session by students and the community.

MSN 508 Role of the Advance Practice Nurse I 1 Credit Hour

This course is designed to provide the advanced practice graduate with a working knowledge of advanced practice concepts applicable to the FNP role. These concepts include historical perspectives of the role, epidemiology, evidence-based practice and the evolving scope of practice related to changes in health care delivery systems. A track course for FNP may be used as an elective for the CNL or NE tracks.

MSN 510 Advanced Pharmacology 3 Credit Hours

This course is designed to provide the master's prepared nurse with an advanced understanding of the concepts of pharmacotherapeutics. It will assist the graduate to apply evidence-based research and practice guidelines to individual clients and to client populations.

MSN 512 Advanced Physical Assessment 2 Credit Hours

Prerequisites: MSN 504, MSN 510

This course is designed to provide the master's prepared nurse educator and nurse leader with an advanced understanding of principles of physical assessment to enable application in advanced practice settings. Informed by concepts of advanced pathophysiology and advanced pharmacology, this course will assist the graduate to develop refined analytical skills, connect theory and practice, and articulate viewpoints and positions based on evidence-based research and practice guidelines.

MSN 513 Advanced Physical Assessment 1 Credit Hour

Corequisite: MSN 512

A 60-hour clinical hour practicum that must be taken during the same semester as MSN 512.

MSN 525 Evidence-Based Practice (EBP) in Health Care 4 Credit Hours

This course integrates the science of knowledge utilization with the science of knowledge generation. The critical appraisal of available evidence guides the health care professional's decisions towards safe and effective clinical or educational practice.

MSN 528/529 EBP Project Design & Implementation 1/1 Credit Hour

Prerequisite: MSN 525

This course is the design and implementation of a project addressing an identified clinical or educational practice issue. The student collaborates with identified faculty and practitioners in the design and implementation of a relevant practice issue.

MSN 604 Educational Theory and Practice 3 Credit Hours

Nurse Educator Track. Students explore and analyze educational theories and philosophical foundations of education, instructional models and their application to nursing education. Students apply theories of collegiate curriculum design, learning theories research and designs that facilitate teaching/learning to a variety of students with many learning styles and backgrounds. Students will apply the instructional and learning theories in the educator practicum; therefore this is a prerequisite course for the educator practicum.

MSN 608 Instructional Strategies and Technologies 3 Credit Hours

Nurse Educator Track. This course builds upon educational theory and practice and measurement and evaluation content gained in previous course work. A variety of pedagogical strategies and technologies used in nursing education are explored. Strategies for creating optimal learning environments and evaluating pedagogical strategies are examined. Emphasis is placed on development and use of creative, interactive strategies that challenge and engage the learner. Preparation for the educational practicum is accomplished by design of a targeted teaching project. This course is a prerequisite course for the educator practicum.

MSN 615 Nurse Educator Practicum I 3 Credit Hours

One credit hour didactic, two credit hour practicum. This course is designed to provide the master's prepared nurse educator with an understanding of advanced practice competencies when dealing with specific individuals and populations in the design, implementation, and evaluation of care. This course will draw upon nursing theory and evidence based knowledge while working with an interdisciplinary care team to design, coordinate and evaluate the delivery of patient care to a specific population.

MSN 616 Nurse Educator Practicum II 6 Credit Hours

Two credit hour didactic, four credit hour practicum This course is designed to provide the master's prepared nurse educator and nurse leader with an advanced understanding of the concepts of nurse education application. It will assist the graduate to develop refined analytical skills, connect theory and practice, articulate viewpoints and positions based on evidence-based research and practice guidelines.

MSN 620 Health Promotion/Prevention in Primary Care: Adult through Aging 3 Credit Hours

This course is designed to provide the FNP with a working knowledge of concepts related to acute and chronic health deviations found in the adult through aging populations in the primary care setting. It is designed to be the foundation for the other clinical practice of the FNP curriculum. MSN620 is an online course with a 3 day mandatory onsite orientation as a prelude to this and the other clinical practice in the program.

MSN 621 Health Promotion/Prevention in Primary Care: Adult through Aging Practicum 3 Credit Hours

A 180 clinical hour practicum that must be taken during the same semester as MSN 620.

MSN 622 Health Promotion/Prevention in Primary Care: Women's Health Reproduction 3 Credit Hours

This course is designed to aid the FNP in developing skills in the special aspects of the provision of health care for women, including pregnancy in primary care. The course will utilize a practice-based learning format with a comprehensive, holistic approach.

MSN 623 Health Promotion/Prevention in Primary Care: Women's Health/Reproduction Practicum 1 Credit Hour

A 60 clinical hour practicum that must be taken during the same semester as MSN 622.

MSN 624 Health Promotion/Prevention in Primary Care: Newborn to Adolescence 3 Credit Hours

This course is designed to provide the FNP with a working knowledge of concepts related to acute and chronic health deviations found in the newborn, child and adolescent population in the primary care setting. This is an online course with an onsite clinical practicum.

MSN 625 Health Promotion/Prevention in Primary Care: Newborn to Adolescence Practicum 2 Credit Hours

A 120 clinical hour practicum that must be taken during the same semester as MSN 624.

MSN 626 Role of the Advance Practice Role II 1 Credit Hour

This course builds on MSN 508, the MSN core courses and the FNP population-based courses. It prepares the student for transition into the role of the FNP. The focus is on managing assistive personnel, coding/billing concepts relevant to FNP practice, role articulation as a member of the health care team and preparation for the FNP certification examination.

MSN 628 Advanced Practice Practicum & Research 4 Credit Hours

The clinical practicum is designed to allow the FNP student to practice advanced assessment skills, and as an opportunity to practice in the role of the FNP in a/an concentrated area/s of particular interest to the student. The hours include 240 hours of practice in preparation for independent practice in collaboration with a physician.

MASTER OF SCIENCE IN NUTRITION DIAGNOSTICS

MND 501 Nutritional Counseling and Education Methods 1 Credit Hour

Prerequisite: BS in dietetics or equivalent

Explore counseling and learning theories for individuals and groups in community and clinical settings. Includes discussion and experience in building rapport, assessment, diagnosis,

intervention, monitoring, evaluation, and documentation. Literature review of specific counseling and learning theories. Students will apply these principles in the clinical setting as they assist in the management of health behaviors in a patient-centered approach.

MND 517 Contemporary Topics in Food & Nutrition 1 1 Credit Hour

Prerequisite: BS in dietetics or equivalent

Literature based course designed to provide the opportunity to delve more deeply into current nutrition-related topics with relevance to advancing practice knowledge and skills. Topics will be outlined by students and the instructor. Student-led and instructor supported reading and discussion groups provide the basis for the course structure.

MND 520 Introduction to Critical Thinking 1 Credit Hour

Prerequisite: BS in dietetics or equivalent

The course is designed to assist the student in development of intuitive, skillful performance in solving patient problems by learning the tools of critical thinking, and to then routinely apply reflective, critical thought in routine patient care situations. Through this deliberate and disciplined process, students can gradually increase their expertise in reasoning as reliable professionals ensuring quality client care. The course will utilize the elements of thought and the universal intellectual standards to critically think through the complex problems and issues in patient care.

MND 523 Pharmacologic Concepts for Nutrition Practice 2 Credit Hours

Prerequisite: BS in dietetics or equivalent

This course is designed to provide students with a foundation of basic pharmacologic principles which can be applied in the practice of nutrition diagnostics. The student will be introduced to concepts relevant to the interactions of chemical agents with living tissues including basic pharmacokinetics and pharmacodynamics. Drug effects on various body systems will be emphasized. Interactions between drugs and nutrients and their effects on overall health will be explored as well.

MSN 525/MND 525 Evidence Based Practice in Health Care 4 Credit Hours

Prerequisite: BS in dietetics or equivalent

This course integrates the science of knowledge utilization with the science of knowledge generation. The critical appraisal of available evidence guides the health care professional's decisions towards safe and effective clinical or educational practice.

MND 530 Supervised Practice 1 3 Credit Hours

Prerequisite: BS in dietetics or equivalent

A practicum/Supervised practice experience that includes an introduction to medical nutrition therapy, food service/clinical management and community rotations. These rotations are designed to meet the ACEND competencies for entry level practice. Experiences take place in hospitals, extended care facilities, clinics, university extension, school systems, government programs and other practice facilities. This course includes a didactic component that serves to reinforce the supervised practice experiences.

MND 535 Intro to Nutrition Diagnostics & Nutrition Assessment 3 Credit Hours

Prerequisite: BS in dietetics or equivalent

Introductory clinical reasoning and judgment to integrate nutrition diagnosing and assessment into Kight's Nutrition Care Process. Discussion, case studies, literature review and small group work are the basis for providing the background in using diagnostic codes, writing diagnostic statements, incorporation of the Nutrition Focused Physical Exam, and use of the Nutriokinetic/Nutriokinetic

modeling. Nutrition assessment will be reviewed in the context of the NCP, with focus on the 5 axes of evidence, the impact of disease on nutritional status, as well as the states of starvation, malnutrition and stress and/or inflammation.

MND 540 Nutrition Diagnostics & Assessment – Lab 1 Credit Hour

Prerequisites: MND 530 & 535

This course is designed to facilitate the application of Kight's nutrition care process in a clinical nutrition setting. Introduction to the electronic medical record with an emphasis on relevant data collection of the 5 axes of evidence will be emphasized. Discussion, lecture, group work and case studies will serve as the basis of the learning environment.

MND 545 Nutrition Focused Physical Exam 1 2 Credit Hours

Prerequisite: MND 535 or permission from the instructor

Introduction of the Nutrition Focused Physical Exam (NPE) to assess nutritional status and identify protein calorie malnutrition and micronutrient based lesions. Focus is concentrated on lesion terminology and identification, as well as the specific etiologic nutrients and use of the 5 axes of evidence to validate the diagnosis.

MND 550 Nutriokinetics/Nutriodynamics 4 Credit Hours

Prerequisite: MND 535 or permission from the instructor

Focus on the nutritional physiology nutriokinetics and nutriodynamics. The impact of agent, host and environmental factors on nutriokinetics as etiologies for nutritional injury will be investigated. Pathophysiology principles will be integrated in the course to support the application of the Kight model.

MND 555 Supervised Practice 2 3 Credit Hours

Prerequisite: MND 530

A practicum/supervised practice experience that includes medical nutrition therapy, food service/clinical management and community rotations and further develops the skills to determine nutrition diagnoses & etiologies, macro/micronutrient needs and formulate appropriate medical nutrition therapy plans utilizing the 9 step NCP. The interrelationships of nutrition with biochemical, physiological and anatomical changes associated with acute, chronic, and terminal illness are considered in development of the basic NPE skills. Experiences take place in hospitals, clinics, and other practice settings in which medical nutrition services are provided. These rotations are designed to meet the ACEND competencies for entry level practice.

This course includes a didactic component that serves to reinforce the supervised practice experiences.

MND 570 Supervised Practice 3 1 Credit Hour

Prerequisite: MND 555

A 160 clinical hour practicum (4 week staff relief – 40 hours/week).

Culmination of MNT supervised practice experience. Student assumes the role of the clinical RD in providing all clinical nutrition care of patients for a 4 week time period, utilizing the 9 step NCP and incorporating the NK/ND modeling. Experiences take place in hospitals, clinics, and other practice settings in which medical nutrition services are provided.

MND 580 Contemporary Topics in Food & Nutrition 2 2 Credit Hours

Prerequisite: BS in dietetics or equivalent

Literature based course designed to provide the opportunity to delve more deeply into current nutrition-related topics with relevance to advancing practice knowledge and skills. Topics will be

outlined by students and the instructor. Student-led and instructor supported reading and discussion groups provide the basis for the course structure, building upon knowledge and practice experiences.

MND 600 Research Application in Nutrition Diagnostics 1 3 Credit Hours

Prerequisite: MND 545 & MND 550

Explore challenges in designing and interpreting research studies assessing nutrient effects. The student will design a clinical research proposal, with the topic approved by course instructor(s).

MND 610 Nutrition Focused Physical Exam 2 2 Credit Hours

Prerequisite: MND 545

Development of the Nutrition Focused Physical Exam (NPE) to assess nutritional status and identify protein calorie malnutrition and micronutrient based lesions. The interrelationships of nutrition with biochemical, physiological and anatomical changes associated with acute, chronic, and terminal illness are considered in development of the NPE skills. In-depth look at the body areas: oral/perioral, skin and related structures and selected body systems as nutrient based lesions. Identification of differential diagnoses and use of the 5 axes of evidence is emphasized. Patient cases seen in the hospital will be used to provide clinical context for discussion.

MND 620 Advanced Applied MNT 1 2 Credit Hours

Prerequisite/Corequisite: MND 610

A clinical practicum/supervised practice for graduate level students, along with 1 hour of theory to complement the practice experience. These experiences are designed for the student to develop and advance skills in utilizing the NPE, the Kight NK/ND modeling and the 9 step NCP. Experiences take place in hospitals, clinics, and other practice settings in which medical nutrition services are provided.

MND 630 Advanced Applied MNT 2 2 Credit Hours

Prerequisite: MND 620

A clinical practicum/supervised practice, along with 1 hour of theory to complement the practice experience. This course is designed for the advanced student to develop and advance skills in utilizing the NPE, the Kight NK/ND modeling and the 9 step NCP. Patient cases are utilized for group discussion.

MND 640 Advanced Nutrition Assessment 3 Credit Hours

Pre-requisite /Corequisite: MND 630

Further development of assessment skills: focus on history gathering to strengthen the 5 axes of evidence. The interplay of inflammation, pathology, aging, sarcopenia with nutritional status will be investigated. Assessment of macro and micronutrient status will be discussed in the context of The Stages of Injury/Nutritional Injury.

MND 650 Advanced Geriatrics 2 Credit Hours

Prerequisites/Corequisite: MND 630, MND 640 or permission from instructor

An in-depth look at the inter-relationship between aging and nutrition. Physiological, psychological, and sociological aspects of aging, theories of aging, internal and external factors related to nutrient intake, and nutrient needs will be considered utilizing the nutrikinetic and nutridynamic modeling. The nutrition focused physical exam will be a major focus in assessing the elderly patient with multiple pathologies.

MND 660 Research Application in Nutrition Diagnostics 2 1 Credit Hour

Prerequisite: MND 600

This course is designed for the student to become a more proficient writer. The student will develop a publication quality article, utilizing the nutritional injury model, for dissemination and presentation to peers, preceptors, and healthcare professionals. The topics will be approved by the course instructor(s).

MND 670 Advanced Pharmacology Applications 1 Credit Hour

Prerequisite: MND 523

This course integrates evidence-based research, clinical experience and critical thinking to systematically assess and manage drug-nutrient interactions. Class discussions with case-scenarios will be utilized to demonstrate application of the class topic.

MASTER OF SCIENCE IN OCCUPATIONAL THERAPY

FALL 1

MSOT 502 Applied Anatomy & Kinesiology (Lab course) 4 Credit Hours

Prerequisite: Acceptance to the MSOT program. Human Anatomy & Physiology (undergraduate, 8 credits)

This course covers anatomical structures and movement related to occupational performance, specifically person factors. Content will review and expand upon knowledge from undergraduate Anatomy & Physiology prerequisite courses and will add components of motor analysis and motor learning. Content will include but not be limited to anatomy review and use of virtual software, anatomical models, and movement analysis of video cases.

This course focuses on gaining a direct clinician level understanding of human anatomical structure, normal physiologic function, and biomechanical properties of movement. Emphasis is on identification of normal, adaptive, and pathologic structure and function and how it relates to performance of activities. Hands on skills covering palpation of structures, assessment of function, and appreciating the underlying biomechanical principals of movement are emphasized. This course is primarily part of the *KNOWING* thread of the MSOT curriculum. This course is a required course in the MSOT curriculum to be eligible for graduation.

MSOT 510 Professional and Therapeutic Use of Self 3 Credit Hours

Prerequisite: Acceptance to the MSOT program.

This course facilitates the development of reflection, empathy, and use of self as a therapeutic agent when relating to clients, groups, and other professionals. MSOT 510 also introduces beginning competencies: layering skill performance with professional behavior and professional relationships. Content will include, but not be limited to, learning style analysis, self-reflection work, skill lab participation, hands-on community involved learning, and professional presentations. This course is primarily part of the *DOING* thread of the MSOT curriculum. This course is a required course in the MSOT curriculum to be eligible for graduation.

MSOT 515 Human Conditions and Occupational Dysfunction (Hybrid) 3 Credit Hours

Prerequisite: Acceptance to the MSOT program.

This course examines the impact of human pathologies (both acute and chronic) on occupational performance. Content will include but not be limited to pathological dysfunction of body structures

and functions as well as behavioral/neurological issues that affect occupational performance across the lifespan. Elements of both PEOP and the OTPF-3 will be discussed. This course is primarily part of the *KNOWING* thread of the MSOT curriculum. This course is a required course in the MSOT curriculum to be eligible for graduation.

MSOT 520 Occupational Therapy Foundations and Activity Analysis (Lab course) 3 Credit Hours

Prerequisite: Acceptance to the MSOT program.

This course introduces the students to the foundations of the occupational therapy profession. The theories that underlie the practice of occupational therapy are explored, including models of practice in occupational therapy and frames of reference utilized to guide client-centered occupational therapy practice. Content will include history of occupational therapy practice and theory as well as the core concepts of occupational science as the basis for practice. Specific emphasis is given to PEOP, EOHP and PEO Models of Practice providing a framework for addressing the occupational needs of the local and global communities. The course also provides opportunities to begin to develop clinical reasoning skills, activity analysis skills and observation skills. This course is primarily part of the *DOING* thread of the MSOT curriculum. This course is a required course in the MSOT curriculum to be eligible for graduation.

MSOT 525 Development and Human Occupations

3 Credit Hours

Prerequisite: Acceptance to the MSOT program.

This course addresses the development and scaffolding of human occupational performance across the lifespan. It includes developmental milestone review, relationship of environment and context to occupational performance and impact of growth and aging on occupational choice. Review of the prerequisite child/ development/ lifespan psychology concepts relative to the development of children, adolescents, adults, and elders will be related to environments and cultures. Content will include, but not be limited to developmental milestone review, arena observations, and multicultural assessment of occupational choices. This course is primarily part of the *KNOWING* thread of the MSOT curriculum. This course is a required course in the MSOT curriculum to be eligible for graduation.

SPRING 1

MSOT 535 The Occupational Therapy Process

2 Credit Hours

Prerequisites: Successful completion of the Fall 1 Cox College MSOT courses.

Corequisites: MSOT 540, MSOT 545, MSOT 570, MSOT 555, MSOT 560.

This course is designed to facilitate a thorough understanding of the details in the occupational therapy process including assessment and intervention to achieve desired outcomes and promote health. The dynamic processes within occupational therapy are explored. Topics addressed include improving observation skills and developing clinical reasoning ability. Skilled documentation of occupational therapy services is introduced and refined throughout the semester. This course is primarily part of the *DOING* thread of the MSOT curriculum. This course is a required course in the MSOT curriculum to be eligible for graduation.

MSOT 540 Applied Neuroscience

3 Credit Hours

Prerequisites: MSOT 502, MSOT 515, MSOT 525.

Corequisites: MSOT 535, MSOT 545.

This course provides an understanding of neuroscience particularly related to the correlation between the brain, motor performance, and behavior. Students will review structural neuroanatomy and explore theories regarding brain plasticity, motor learning, neurochemical aspects of stress and emotion, and neuro-learning. Lab experiences are designed to support an understanding of the role

of structures in sensory input and processing, health maintenance, and occupational performance. This course is primarily part of the *KNOWING* thread of the MSOT curriculum. This course is a required course in the MSOT curriculum to be eligible for graduation.

MSOT 545 Assessment, Evidence & Intervention I (AEI-1) (Lab Course) 4 Credit Hours

Pre-Requisites: Courses as listed as prerequisites to program acceptance. MSOT 525, MSOT 515, MSOT 520, MSOT 510.

Corequisites: MSOT 540, MSOT 555

This course investigates and explicates reasoning for assessment and intervention to address clients' mental health, self-regulation, and self-efficacy. It explores the use of individual and group interventions to support mental health, sensory regulation, and adaptive behaviors for performance within community and health care settings. Current evidence regarding behavioral demands across the lifespan in various cultures and society are analyzed. Didactic and practical experiences are included. This course is primarily part of the *DOING* thread of the MSOT curriculum. This course is a required course in the MSOT curriculum to be eligible for graduation.

MSOT 570 Innovations and Technology to Support Occupational Performance 3 Credit Hours

Prerequisites: MSOT 502, MSOT 515, MSOT 520, MSOT 525, MSOT 510.

Corequisites: MSOT 540, MSOT 555, MSOT 560, MSOT 535, MSOT 545.

This course explores the use of adaptation and accommodation to support occupational performance across disabilities and the lifespan. High-tech innovations as well as low-tech solutions are explored. Collaboration with community partners who focus on accessibility and technology within the home and community settings are included in this course. Students will produce a tangible product with cost effective solutions. The innovative projects created will be shared to educate others in the community. This course is a required course in the MSOT curriculum to be eligible for graduation.

MSOT 555 Research Design and Evidence in Occupational Therapy 3 Credit Hours

Prerequisites: MSOT 502, MSOT 515, MSOT 520, MSOT 525, MSOT 510.

Corequisites: MSOT 540, MSOT 535, MSOT 560, MSOT 570, MSOT 545.

This course creates a foundation in research knowledge and application within the realm of occupational therapy. Research design, levels of evidence, statistical analysis, and the process of developing research questions will be explored. Students will examine the importance of research in evidence based practice and begin to gain discernment regarding the validity and reliability of scholarly articles. Intervention proposals based on student generated research questions will be examined. This course is primarily part of the *ADVANCING* thread of the MSOT curriculum. This course is a required course in the MSOT curriculum to be eligible for graduation.

MSOT 560 Group Process in Occupational Therapy 1 Credit Hour

Prerequisites: MSOT 502, MSOT 515, MSOT 520, MSOT 525, MSOT 510.

Corequisites: MSOT 535, MSOT 570, MSOT 540, MSOT 555, MSOT 545.

This course integrates theories of group dynamics with the implementation of functional activity-based groups. Student-designed activities will be peer reviewed and analyzed with group and Occupational Therapy theoretical principles. This course is primarily part of the *DOING* thread of the MSOT curriculum. This course is a required course in the MSOT curriculum to be eligible for graduation.

FALL 2

MSOT 550 Vision, Perception & Cognition

3 Credit Hours

Prerequisites: Fall 1 courses: MSOT 502, MSOT 510, MSOT 515, MSOT 520, and MSOT 525.

Spring 1 courses: MSOT 535, MSOT 540, MSOT 545, MSOT 570, MSOT 555, MSOT 560.

Corequisites: MSOT 575, MSOT 580, MSOT 605, MSOT 565.

This course addresses cognition, perception and visual impairments; their impact on function; and principles of related occupational therapy assessments and intervention strategies across the lifespan and in a variety of settings. This course is primarily part of the *KNOWING* thread of the MSOT curriculum. This course is a required course in the MSOT curriculum to be eligible for graduation.

MSOT 575 Health Care Administration & Management (Hybrid)

3 Credit Hours

Prerequisite: Successful completion of all coursework in first year of curriculum. This course requires successful completion of Level I-A Fieldwork.

Corequisites: MSOT 580, MSOT 605, MSOT 565

This course is designed to promote student understanding of the current health care environment, the organizational structure of various health care models and the financial aspects of health care systems, reimbursement, and the role of occupational therapists as service providers. Potential changes in the healthcare environment will be explored as well as the changing practice environments of occupational therapy. This course is primarily part of the *LEADING* thread of the MSOT curriculum. This course is a required course in the MSOT curriculum to be eligible for graduation.

MSOT 580 Assessment, Evidence & Intervention II (AEI-2) (Level 1-B fieldwork) (Lab Course)

4 Credit Hours

Prerequisite: All courses from Year 1 of Cox College MSOT program must be completed with at least a grade of C.

Corequisites: MSOT 550, MSOT 565, MSOT 575, MSOT 605

This is the second course in the assessment, evidence, and intervention series. This course investigates and explicates reasoning for assessment and evidence-based intervention related to orthopedic, neurological, or other systemic dysfunction that affects a person's occupational performance. It expands upon the student's understanding of behavior and motivation to promote efficient and effective interventions that address occupational performance barriers imposed by physiological, genetic, and environmental and/ or traumatic factors. Evidence-based intervention models to remediate and/ or restore function, adapt or modify environments and activities, and maintain function or prevent further disability are explored. This course is primarily part of the *DOING* thread of the MSOT curriculum. This course is a required course in the MSOT curriculum to be eligible for graduation.

MSOT 605 Research Project I

3 Credit Hours

Prerequisites: MSOT 502, MSOT 510, MSOT 515, MSOT 520, MSOT 525; MSOT 535, MSOT 540, MSOT 545, MSOT 555, MSOT 560, MSOT 570.

Corequisites: MSOT 550, MSOT 575, MSOT 580, MSOT 565.

This course expands on the student's understanding of evidence-based practice to include scholarship of discovery. Students will work in small groups (5-6) with a faculty mentor to develop a viable research proposal. The students will complete a literature review as part of a research proposal. NIH training will be required as preparation for IRB submission. This course is primarily part of the *ADVANCING* thread of the MSOT curriculum. This course is a required course in the MSOT curriculum to be eligible for graduation.

MSOT 565 Ethics, Culture & Global Perspectives (HYB/ONL)**3 Credit Hours***Prerequisites: All First Year MSOT Courses.**Corequisites: MSOT 550, MSOT 575, MSOT 580, MSOT 605.*

This course examines issues of ethics as delineated by the American Occupational Therapy Association (www.aota.org) and the World Federation of Occupational Therapy (www.wfot.org). The role and impact of culture on health disparities, social injustice, and access to care will be explored on a regional, national, and international level. Students will articulate the role of OT in varying cultural contexts in regard to health promotion, health maintenance, and occupational performance. Students will gain an appreciation for the ways in which others view the world and the potential impact on health and well-being. This course is a required course in the MSOT curriculum to be eligible for graduation.

SPRING 2**MSOT 610 Assessment, Evidence & Intervention III (AEI-3) (Level 1-C fieldwork) 4 Credit Hours (Lab Course)***Prerequisites: MSOT 520, MSOT 545, MSOT 580, MSOT 550.**Corequisites: MSOT 620, MSOT 650, MSOT 625.*

This course is the third in the AEI series. Integration of material covered in earlier clinical courses is expected. This course expands on the student's clinical reasoning skills, use of research and evidence in practice, and pragmatic reasoning as specifically applied to the needs of the geriatric population. Services provided in facilities serving sub-acute, extended care, outpatient, assisted living, home care and hospice populations are emphasized. The role of the occupational therapist as direct care provider, consultant, and evaluator for clients and families is also emphasized. Aging in place, technological support, hospice services, and team community interventions are analyzed related to specific case examples. This course is primarily part of the *DOING* thread of the MSOT curriculum. Please see the course objectives for more curriculum thread information. This course is a required course in the MSOT curriculum to be eligible for graduation.

MSOT 620 Assessment, Evidence & Intervention IV (AEI-4) (Level 1-D fieldwork) 4 Credit Hours (Lab Course)*Prerequisites: MSOT 520, MSOT 545, MSOT 580, MSOT 550.**Corequisites: MSOT 610, MSOT 650, MSOT 625.*

This course is the fourth in the assessment, evidence, and intervention series. Integration of material covered in earlier clinical courses is expected. This course expands on the student's clinical reasoning skills, use of research and evidence in practice, and pragmatic reasoning as specifically applied to the needs of the pediatric population. Understanding of early intervention, natural environments and school-based service delivery (including Response to Intervention, 504 Plans, and Individual Education Plans) will be emphasized. The role of the occupational therapist as direct care provider, consultant, and evaluator for children and caregivers will also be explored. Aspects of support for occupational performance at home, school, and play using remediation, compensation, and technology is also an important part of this course. This course is primarily part of the *DOING* thread of the MSOT curriculum. This course is a required course in the MSOT curriculum to be eligible for graduation.

MSOT 625 Creative Leadership & Entrepreneurship**3 Credit Hours***Prerequisites: Successful completion of all coursework in first year of curriculum and in MSOT 570, MSOT 575, MSOT 580, MSOT 605, MSOT 565.**Corequisites: MSOT 610, MSOT 620, MSOT 650.*

Building on management practices identified in the Health Care administration and management course as well as innovation strategies and entrepreneurship skills, students will explore advocacy, marketing and program development in emerging areas of practice. This hybrid course will include small group work to explore community resources and partnerships as well as interdisciplinary collaboration to meet the needs of identified underserved populations. This course is primarily part of the *LEADING* thread of the MSOT curriculum. This course is a required course in the MSOT curriculum to be eligible for graduation.

MSOT 650 Research Project II 3 Credit Hours

Prerequisites: All first year MSOT courses; MSOT 550, MSOT 575, MSOT 580, MSOT 605, MSOT 565.

Corequisites: MSOT 610, MSOT 620, MSOT 625.

This course continues to expand on the concepts introduced in MSOT 605—Research Project I, where students have the opportunity for hands-on practice related to the Scholarship of Discovery. Students will continue small group work as assigned in Research Project I (2-6 group members) with a mentor on the previously identified research proposal as approved by the institutional IRB. Each group will implement a project design resulting in a program proposal, data collection, CAT or CAP, systematic review, or data mining and analysis. This course is primarily part of the *ADVANCING* thread of the MSOT curriculum. This course is a required course in the MSOT curriculum to be eligible for graduation.

Culminating Summer/Fall Coursework 2018

MSOT 684 Fieldwork Experience Level II-A Summer (May – August) 3 Credit Hours

Prerequisite: Successful completion of all prior Cox College MSOT courses.

Corequisites: Clinical Synthesis I.

This is the first of two mandatory full time Level II fieldwork experience rotations. Students spend 12 weeks at program -negotiated facilities under the supervision of an occupational therapist. This can occur in settings such as school systems, hospitals, rehabilitation centers, residential facilities, and outpatient clinics both within and outside of the Cox Health system. The emphasis is on clinical experience and translation of theory into practice. The student is expected to participate in clinical settings that support the development of skills to become an entry-level practitioner. This course is primarily part of the *DOING* thread of the MSOT curriculum. This course is a required course in the MSOT curriculum to be eligible for graduation.

MSOT 691 Evidence-Based Practice & Clinical Synthesis I 3 Credit Hours

Prerequisite: Full completion of all on-site courses.

Corequisite: Level-II Fieldwork.

This course is conducted on-line and occurs simultaneously with the student's first Level II Fieldwork experience. This course is an evidence-based practice synthesis course where students apply the strategies for integrating evidence into everyday clinical practice. Students are supported through coursework as they begin to transition from student to clinician. This course is primarily part of the *ADVANCING* thread of the MSOT curriculum. This course is a required course in the MSOT curriculum to be eligible for graduation.

MSOT 686 Fieldwork Experience Level II-B Fall (August-November) 3 Credit Hours

Prerequisite: Successful completion of all prior Cox College MSOT courses

Corequisite: Clinical Synthesis II

This is the second of two mandatory full time Level II fieldwork experience rotations. Students spend 12 weeks at program -negotiated facilities under the supervision of an occupational therapist. This

can occur in settings such as school systems, hospitals, rehabilitation centers, residential facilities, and outpatient clinics both within and outside of the Cox Health system. The emphasis is on clinical experience and translation of theory into practice. The student is expected to participate in clinical settings that support the development of skills to become an entry-level practitioner. This course is primarily part of the *DOING* thread of the MSOT curriculum. This course is a required course in the MSOT curriculum to be eligible for graduation.

MSOT 693 Evidence-Based Practice & Clinical Synthesis II

3 Credit Hours

Prerequisite: Full completion of all on-site courses.

Corequisite: Level-II Fieldwork.

This course is conducted on-line and occurs simultaneously with the student's second Level II Fieldwork experience. This course is an evidence-based practice synthesis course where students apply the strategies for integrating evidence into everyday clinical practice. Students are supported through coursework as they begin to transition from student to clinician. This course builds upon concepts introduced in Evidence-Based Practice and Clinical Synthesis I (MSOT 691) and continues to support the development of scholarship, leadership, and evidence-based practices as the student's transition into the workplace. This course is primarily part of the *ADVANCING* thread of the MSOT curriculum. This course is a required course in the MSOT curriculum to be eligible for graduation.

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2017 - 2018 Academic Calendar

Fall 2017

August 14, 2017	<i>Fall Classes Begin</i>
August 15, 2017	Summer Final Grades Due
August 16, 2017	Last Day 100% Tuition & Fees Refund /Last Day to Add a Class (1st 8 Week Classes)
August 21, 2017	Last Day 100% Tuition & Fees Refund /Last Day to Add a Class (16 Week Classes), Last Day 50% Tuition & Fees Refund (1st 8 Week Classes)
August 22, 2017	Fall Census Date
August 28, 2017	Last Day 50% Tuition & Fees Refund (16 week Classes)
September 4, 2017	Labor Day (No Classes)
September 5-8, 2017	Mid Terms (1st 8 Week Class)
September 8, 2017	Last day to withdraw with a "W" (1st 8 Week Classes)
September 15, 2017	Midterms Grades Due (1st 8 Week Classes)
September 22, 2017	Last Day to withdraw from 1st 8 Week Classes
September 22, 2017	Last day to withdraw with a "W" for 16 Week Classes
October 2-6, 2017	Finals (1st 8 Week Class) and Mid Terms (16 Week Classes)
October 9-13, 2017	Fall Break - no classes
October 10, 2017	1st 8 Week Class Grades Due/Mid Term Grades Due (16 Week Classes)
October 16, 2017	2nd 8 week classes begin
October 18, 2017	Last Day for 100% Tuition & Fees Refund/Last Day to Add a Class (2nd 8 Week Classes)
October 20, 2017	Last Day for 50% Tuition & Fees Refund (2nd 8 Week Classes)
October 23, 2017	Spring 2018 and Summer 2018 Registration Begins
November 6-10, 2017	Mid-Terms (2nd 8 Weeks)
November 10, 2017	Last day to withdraw with a "W" (2nd 8 Week Classes)
November 14, 2017	Mid-Terms Grades Due (2nd 8 Weeks)
November 20-24, 2017	Thanksgiving Break - no classes
November 22-24, 2017	Thanksgiving Holiday (College Closed except 11/23)
November 27, 2017	Last day to withdraw from the semester (16 Week Classes and 2nd 8 Week Classes)
December 11-15, 2017	Finals Week
December 15, 2017	<i>Fall Semester Ends & Graduation</i>
December 19, 2017	Final Grades Due
December 23, 2017-January 2, 2018	Christmas Break (College Closed except 12/25, 1/1)

Spring 2018

January 3, 2018	Spring Intersession Begins
January 3, 2018	Last Day for 100% Tuition & Fees Refund /Last Day to Add a Class (Spring Intersession)
January 4, 2018	Last Day for 50% Tuition & Fees Refund (Spring Intersession)
January 12, 2018	Spring Intersession Ends
January 15, 2018	Martin Luther King Day (College Closed)
January 16, 2018	<i>Spring Classes Begin</i>
January 16, 2018	Spring Intersession Final Grades are Due
January 18, 2018	Last Day 100% Tuition & Fees Refund/Last Day Add to a Class (1st 8 Week Classes)
January 22, 2018	Last Day 100% Tuition & Fees Refund/Last Day to Add a Class (16 Week Classes), Last Day 50% Tuition & Fees Refund (1st 8 week Classes)
January 23, 2018	Spring Census Date
January 29, 2018	Last Day 50% Tuition & Fees Refund (16 Week Classes)
February 5-9, 2018	Mid Terms (1st 8 Week Classes)
February 9, 2018	Last day to withdraw with a "W" (1st 8 Week Classes)
February 13, 2018	Mid-term Grades Due (1st 8 Week Classes)
February 23, 2018	Last day to withdraw with a "W" (16 Week Classes)
March 5-9, 2018	Finals (1st 8 Week Class) Mid-Terms (16 Week Classes)
March 12-16, 2018	Spring Break (No Classes)
March 13, 2018	1st 8 Week Classes Grades Due/Mid Term Grades Due (16 Week Classes)
March 19, 2018	Second 8 Week Classes Begin
March 21, 2018	Last Day 100% Tuition & Fees Refund/Last day to Add a Class (2nd 8 Week Classes)
March 23, 2018	Last Day 50% Tuition & Fees Refund (2nd 8 Week Classes)
March 26, 2018	Fall 2018 Registration Begins
March 30, 2018	Good Friday (College Closed)
April 9-13, 2018	Mid-Terms (2nd 8 Week Classes)
April 13, 2018	Last Day to withdraw with a "W" (2nd 8 Week Classes)
April 17, 2018	Mid Term Grades Due (2nd 8 Week Classes)
April 20, 2018	Last Day to withdraw from the semester (16 Week Classes and 2nd 8 Week Classes)
May 7-11, 2018	Finals Week
May 11, 2018	<i>Spring Semester End & Graduation</i>
May 15, 2018	Final Grades Due

Summer 2018*

May 14, 2018

May 14, 2018

May 15, 2018

May 28, 2018

June 4, 2018

June 6, 2018

June 8, 2018

June 11, 2018

June 29, 2018

July 4, 2018

July 6, 2018

July 13, 2018

July 23-27, 2018

August 10, 2018

August 14, 2018

Summer Session 1 Begins (End dates vary per class)

Last day 100% Tuition & Fees Refund/Last Day to Add a Class for Summer 1

Last day 50% Tuition & Fees Refund for Summer 1

Memorial Day (No Classes)

Summer Session 2 Begins (8 Weeks: June 4-July 27)

Last day for 100% Tuition & Fees Refund/Last Day to Add a Class (Summer 2)

Last day for 50% Tuition & Fees Refund (Summer 2)

Summer Census Date

Last Day to withdraw with a "W" from Summer Session 2

Independence Day (No Classes)

Mid-Term Grades Due

Last Day to withdraw from Summer Session 2

Finals Week

Summer Semester Ends

Final Grades Due

*Summer Session 3 (Cohort Classes—
start and end dates vary between May
14-August 10.)

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