



COX COLLEGE

2022-2023 CATALOG

VOLUME 26

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GENERAL INFORMATION

Catalog Statement

The programs described in this publication apply to students enrolling and graduating within the academic year of 2021-2022 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.

A Brief History of Cox College

In 1907, Burge Deaconess Training School for Nurses was established with the admission of three students. Miss Janie 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. Since then, 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.

Mission Statement, 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 healthcare 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

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.



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) 9355 113th St. N, #7709 Seminole, FL 33775, FL 33763, Ph: 727-210-2350, Fax: 727-210-2354, mail@caahep.org.

The Master of Science in Nutrition Diagnostics/Dietetic Internship (MND/DI), Master of Science in Nutrition Diagnostics (MND), and Dietetic Internship (ND-DI) are accredited by the 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 Master of Science Occupational Therapy (MSOT) program is accredited by the 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.

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 has entered into agreements with the following colleges and universities:

Baptist Bible College, Springfield, MO 65803 (ASN and BSN)
Bolivar Technical College, Bolivar, MO 65613 (LPN-to-ASN)
College of the Ozarks, Point Lookout, MO 65726 (ACEND Preselect Option for Dietetics Internship)
Cottey College, Nevada, MO 64772 (Accelerated BSN)
Drury University, Springfield, MO 65802 (Dual Degree BSN/BA in Biology)
Evangel University, Springfield, MO 65802 (Dual degree BSN/BA in Health Science and ASN)
Missouri State University, Springfield, MO 65897 (ACEND Preselect Option for Dietetics Internship)
North Arkansas College (BSDI, RN-BSN)
Ozarks Technical Community College, Springfield, MO 65802 (BSN; RN-to-BSN)
Texas County Technical College, Houston, MO 65483 (LPN-to-ASN)

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 (AACRO)
American Society of Radiologic Technologists (ASRT)
Association of Educators in Imaging and Radiologic Sciences
Association of Veterans Education Certifying Officials (AVECO)
College and University Professional Association for Human Resources (CUPA-HR)
Collegiate Nursing Association
Council of Independent Colleges (CIC)
Consortium of Hospital-Affiliated Colleges and Universities (CHACU)
Global Association of Academic Advising (NACADA)
Medical Library Association
Midwest Association of Student Financial Aid Administrators
Missouri Association of Colleges of Nursing
Missouri Association of Collegiate Registrars and Admissions Officers (MACRAO)
Missouri Association of Student Financial Aid Personnel
Missouri League for Nursing
Missouri Nurses Association (MONA)
Missouri Society of Radiologic Technologists (MoSRT)
National League for Nursing
Society of Diagnostic Medical Sonography
Southwest Missouri Nursing Education Consortium

Degrees Offered

The undergraduate degrees awarded at Cox College are an 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 Nutrition Diagnostics/Dietetic Internship (MND/DI), the Master of Science in Nursing degree (MSN) as a Family Nurse Practitioner, Psychiatric Mental Health Nurse Practitioner, and the Master of Science in Occupational Therapy (MSOT). In addition, a post-master certificate is offered in both MSN tracks.

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 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 a Healthcare Leadership emphasis and six specialty-credentialing pathways – Computed Tomography (CTI), Diagnostic Medical Sonography (DMS), DMS-Echocardiography (ECH) and Magnetic Resonance Imaging (MRI)). 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/Dietetic Internship (MND/DI) 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/DI 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/DI program has a concentration in nutrition diagnostics and is designed to meet the competencies for entry-level practice as an RD.

The Nutrition Diagnostics-Dietetic Internship (ND-DI) has a nutrition diagnostics concentration. Over the course of a ten-and-a-half-month period, students who have completed a bachelor's degree and have met the requirements of the Didactic Program in Dietetics will complete 12 hours of graduate credit, along with supervised practice experiences necessary to write the Registration Examination for Dietitians administered by the Commission on Dietetic Registration. Successful completion of this program and the registration examination meet the requirements to become a Registered Dietitian (RD).

The Master of Science in Nursing (MSN) Program is designed for the working nurse and can be completed in 18-22 months of full-time 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 Psychiatric Mental Health Nurse Practitioner.

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 are 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.

Licensure Disclosures

The curriculum for programs customarily leading to licensure at Cox College have been designed to meet the licensure/certification requirements in Missouri as well as preparing students to apply for licensure exams in the State of Missouri.

The licensure boards in each state are responsible for establishing the requirements for licensure/certification for their state. Students who intend to return or move to any state other than Missouri need to review the professional licensure disclosures pertaining to their program and consult with the state professional licensing board. The state professional licensing boards make the ultimate decision as to whether or not an individual will be eligible to sit for licensure based on the rules and regulations in place at the time the individual submits their application for licensure.

State Authorization

Cox College is a member of the National Council for State Authorization Reciprocity Agreement (NC-SARA) which allows us to provide distance learning programs (both online and in the form of supervised field experiences) and coursework to residents of states other than Missouri. NC-SARA membership, however, does not grant reciprocity or exempt us from state professional licensing requirements. As a result, licensing requirements in Missouri may not be recognized as sufficient to obtain a license in any other state.

Location

Per 34 CFR 668.43(c)(3)(ii), institutions must provide the Department of Education with the institutional determination of where the student is located upon request. To achieve this an institution must establish policies or procedures to consistently determine where students are located. Institutions must determine where a student is located both at the time of enrollment in an institution and after receiving information provided by the student indicating that the student's location has changed.

Cox College collects location information from students as part of the registration process wherein students are asked to provide their physical location. This information is collected every semester.

Relocation

Relocating during the course of a program to another state may impact if the student can remain in the program, meet the state licensure requirements and/or continue to receive financial aid funding. Prior to considering relocation, please contact your program Chair to discuss authorization and licensure eligibility requirements.

Responsibility of Students- Students should review the specific academic requirements for the program in which they are enrolling, including those related to clinical/internship as well as pre-qualifications for licensure such as the need for a criminal background check.

We highly recommend that students contact the applicable licensure board(s) in their state of residence or in the state where they intend to obtain a license before beginning an academic program that results in licensure and prior to beginning any internship/clinical.

Many licensure boards require more than successful degree completion to obtain a license. Please be advised that state laws, regulations, and policies may change at any time. Changes in requirements can impact the program's ability to meet educational requirements for licensure. It is the responsibility of the student completing the licensure program to check with the licensing board(s) in their state of residence or in the state in which they intend to obtain a license for the most recent information and requirements. Cox College shall not be held liable if the student is unable to qualify for licensure or certification in any jurisdiction or cannot obtain a clinical/internship location.

Notices

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 Abby Craigmyle, VP of Corporate Compliance for CoxHealth (417) 269-8806, Abby.Craigmyle@coxhealth.com, or to the Office for Civil Rights.

Non-Discrimination Harassment Policy and Complaint Procedures

Cox 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 Abby Craigmyle, VP of Corporate Compliance for CoxHealth (417) 269-8806, Abby.Craigmyle@coxhealth.com, or to the Office for Civil Rights.

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 Success Coordinator/Counselor, Student Resources Center, 1423 N. Jefferson Avenue, Springfield, MO 65802, (417) 269-3225, DisabilityServices@coxcollege.edu.

Technical Standards and Functional Abilities for Admission and Graduation

All students entering and continuing at Cox College must meet all of the following technical standards, with reasonable accommodation if necessary, and each student will be expected to sign a form certifying that he or she has read, understands, and is able to meet the standards, with or without reasonable accommodation. In the event a student is unable to fulfill the technical standards, with or without reasonable accommodation, the student will not be admitted into, or allowed to progress through, the College. The College may require that a student undergo an evaluation to ascertain whether these technical standards can be met with reasonable accommodation, if necessary. NOTE: The use of an intermediary, including, but not limited to, personal aids, assistants, caregivers, readers, and interpreters, that would require a student to rely on someone else's power of selection, detection, observation, and communication will not be permitted.

Issue	Standard	Examples*
Critical Thinking	Critical thinking sufficient for clinical judgment. Analytical thinking sufficient to transfer knowledge from one situation to another, to problem solve, to prioritize tasks and to use long-term and short-term memory.	Competent assessment of patient in timely manner, correct interpretation of assessment, readily respond with appropriate interventions and treatment plans, ability to work alone and to make correct, independent decisions as needed. Identify cause-effect relationships in clinical situations. Ability to recognize and evaluate inconsistencies, discrepancies, and inaccuracies in medical dictation and appropriately edit, revise and clarify report without altering the meaning or changing the dictator's style.

Issue	Standard	Examples*
Communication	Communication abilities sufficient for verbal and written interaction with others. Ability to speak, comprehend, read, and write English at a level that meets need for accurate, clear and effective communication.	Can follow verbal and/or written instructions. Can communicate and receive information from multiple sources simultaneously (e.g. receiving information from doctor on telephone while reviewing computer screen). Must communicate patient responses to therapy to health care providers, document therapeutic procedures performed on patient, initiate health teaching, and consult with other health care providers in a professional manner. Knowledge and use of appropriate English punctuation and grammar to effectively respond to discrepancies in medical dictation.
Mobility	Physical abilities sufficient to move from room to room, walk in hallways, maneuver in small spaces and includes the strength necessary to lift patients as needed.	Walking to and from departments to patient rooms via stairs and room to room to take care of patients on a team: assisting in patient transport.
Motor Skills	Gross and fine motor abilities sufficient to provide safe and effective nursing care. Accurately operate office equipment simultaneously.	Perform vital signs, CPR, transporting patients, physical assessment, and manipulating equipment. Be able to pick up, grasp and manipulate small objects with hands and writing with a pen or pencil. Versatility in use of a Dictaphone, foot pedal and computer keyboard while listening and transcribing.
Hearing	Auditory ability sufficient to monitor and assess health needs. Hearing acuity sufficient to accurately interpret and record patient data into medical reports. Hearing acuity sufficient to accurately interpret information from multiple sources.	Auscultation of BP, breath sounds, heart sounds, bowel sounds, hearing alarms in units, call bells, telephones, converse with patients, family and staff. Communicate clearly in telephone conversations. Communicate effectively with patients and with other members of the health care team.
Visual	Visual ability sufficient for accurate observation and assessment necessary to provide nursing care and to obtain and discern accurate recording of patient data information.	Read computer screens, patient charts/flow sheets, monitors, read prescriptions and administer medications, assess patient skin color, reading thermometers. Proofread the medical report while transcribing to edit and revise without altering the meaning of report.
Tactile	Tactile ability sufficient for physical assessment and to provide nursing intervention.	Perform palpation, give injections, start IVs, perform sterile and non-sterile dressing changes and urinary catheterization; assist patient with daily activities. Perform keystrokes with accuracy and speed.
Smell	Detect odors.	Detect smoke, client odors such as alcohol on breath and excretions.
Health stamina	Health status level which permits the student to meet classroom and clinical objectives. Ability to meet physical demands of prolonged sitting and coordination of hands and feet.	Stamina sufficient (i.e. diabetic allows for snacks) to participate in continuous clinical activities for length of time required by course. Sitting for 75% of time with use of foot pedal and hand control of keyboard and dictaphone.

(Derived from *Functional Abilities Essential for Nursing Practice*, National Council of State Boards of Nursing)

*These are not all-inclusive.

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.

The College has determined the following categories of information as directory information:

- Student's name
- Mailing address
- Academic classification
- Field of study
- Dates of attendance
- Degrees, certificates, and awards received
- Participation in officially recognized activities
- Photographic, video, or electronic images of student taken and maintained by Cox College

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 Students 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.

Student Exposure to 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 submit complete and current health and immunization records as indicated by their clinical site. Failure to do so may result in an ineligibility to enroll and/or continue in Cox College courses. For students participating in clinical instruction at CoxHealth, this includes annual vaccination for Influenza, unless an exemption has been granted as described in the CoxHealth policy.

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 will still have to undergo a background investigation, and will 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. A copy of the policy is also provided to all students during college orientation.

Substance Abuse Policy and Drug Free Environment

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 stated 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.

This policy is intended to encourage all students to seek treatment for alcoholism and other drug dependencies and to prevent the use of illicit drugs and abuse of alcohol. Students are expected to perform satisfactorily and behave appropriately. Failure to meet these basic expectations will result in disciplinary action. When the use of alcohol and other drugs interferes with such expectations, students will be offered

appropriate assistance.

Alcoholic beverages or illicit drugs are not to be brought onto the college or CoxHealth premises nor consumed there. The transfer, sale or use of alcohol or illicit drugs while on CoxHealth premises may result in legal prosecution. The legal sanctions under local, state, and federal law may result in the imposition of fines, probation, or incarceration.

Students are expected to remain drug free and in a suitable physical and mental condition for the learning environment. Students suspected of being under the influence will be removed from the college environment or clinical setting, placed on temporary suspension, and an evaluation will be done which may include drug testing. If suspected, Cox College will comply with the CoxHealth policy regarding Drugs and Alcohol in the Workplace. Reasonable suspicion may be drawn from:

1. An observable phenomenon such as direct observation of drug use, resulting in physical symptoms, alcohol on the breath or manifestations of being under the influence of a drug
2. Abnormal conduct, which is not limited to, but could include slurred speech, staggered gait, flushed face, dilated/pinpoint pupils, wide mood swings, deterioration of performance to include absenteeism, tardiness and/or frequent/severe on the job injuries
3. Information that a student has caused or contributed to an accident while on clinical that resulted in an injury requiring treatment by a licensed health care professional
4. A report of use while in the student role provided by reliable and credible sources and which is independently collaborated
5. Evidence that an individual has tampered with a drug test
6. Evidence that an individual has tampered with a drug test administered
7. Evidence that a student is involved in the use, manufacture, possession, sale, solicitation or transfer of drug(s)

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. 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. Students may not smoke in their vehicles while on campus. 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.

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.

Peer-to-Peer File Sharing Program

H.R 4137, the Higher Education Opportunity Act (HEOA), is a reauthorization of the Higher Education Act. It includes provisions that are designed to reduce the illegal uploading and downloading of copyrighted works through peer-to-peer (P2P) file sharing. These provisions include requirements that:

- Institutions make an annual disclosure that informs students that the illegal distribution of copyrighted materials may subject them to criminal and civil penalties and describes the steps that institutions will take to detect and punish illegal distribution of copyrighted materials.
- Institutions certify to the Secretary of Education that they have developed plans to “effectively combat” the unauthorized distribution of copyrighted material.
- Institutions, “to the extent practicable,” offer alternatives to illegal file sharing.
- Institutions identify procedures for periodically reviewing the effectiveness of the plans to combat the unauthorized distribution of copyrighted materials.
- This document outlines Cox College’s plan to comply with these requirements.

Consistent with our educational principles, we view education as the most important element in combating illegal sharing of copyrighted materials at Cox College. We use a wide variety of methods to inform our community about the law and Cox College’s response to copyright infringement claims:

Annual Disclosure Requirement

- Annually, the following statement will be distributed to all Cox College faculty, staff and students via the Cox College Catalog and will be posted on the College website:
Cox College complies with the provisions of the Digital Millennium Copyright Act (DMCA). It is illegal, as described in the Federal Law, and more recently the DMCA to download, upload, or distribute in any fashion, copyrighted material, in any form without permission or a license to do so from the copyright holder.
- In order to use Cox College and CoxHealth computing resources, members of the college community are required to sign the *CoxHealth Confidentiality & Security Agreement* and agree to the provisions therein. Members of the College community must follow institutional policies for appropriate use of technology resources as well as comply with all applicable copyright laws.
- Information about illegal distribution of copyrighted materials is posted in, College Catalog, Faculty and Staff Handbooks, and in select Canvas courses.
- The Library Online Journal Article Request form includes the copyright notice, and a copyright disclaimer is also included in every email that contains copyrighted material. This includes reprints from a Cox subscription, or materials received from another library through interlibrary.

Plans to “Effectively Combat” the Unauthorized Distribution of Copyrighted Material

Cox College partners with CoxHealth to implement technical solutions to combat peer to peer (P2P) file sharing on campus. The CoxHealth computer network utilizes a robust Internet firewall which classifies and identifies specific categories of potentially malicious sites and attempts to block them. Further, all applications and services that do not have a specific business and/or education necessity are blocked or turned off. Should a member of the campus community need access to a particular site that has been blocked, that site will be reviewed and permission must be granted by network administration.

As outlined in the *Software Acquisition and Acceptable Use Policy*, software purchased and/or provided by Cox College is to be used only for college-related business. Software installation, modification, de-installation, or deletion taking place on Cox College Workstations by anyone other than college Information Technology personnel, Si3 staff, or Si3 approved personnel is strictly prohibited. To ensure licensing compliance, Si3 will monitor software licenses and remediate violations of this policy. CoxHealth and Cox College reserves the right to inspect Workstations and servers to ensure software license and copyright compliance. The full cooperation of all users is required during audits.

Offering Alternatives to Illegal File Sharing

The Cox College website provide links to sites that provide numerous options for obtaining music, videos, and other digital content in a legal manner. Members of the Cox College community are encouraged to take advantage of these legitimate sources of digital content. In addition, Canvas, the college’s learning management system, comes with a license to Unsplash, an online photo management and sharing application.

Reviewing Effectiveness

Cox College will review this plan for effectiveness and relevance regularly. The college will use insights from personal conversations with students, frequency of recidivism, and external factors (e.g., developments in P2P software, networking technology, trends in P2P, network traffic analysis, etc.) to determine effectiveness.

Institutional Policies and Disciplinary Procedures

Violation of the Peer-to-Peer File Sharing Policy may result in suspension or termination of your right to access to the CoxHealth and Cox College network, discipline in accordance with CoxHealth and Cox College standards, in addition to possible civil and criminal penalties listed below.

Federal Copyright Laws Civil and Criminal Penalties Summary

Penalties for copyright infringement include civil and criminal penalties. In general, anyone found responsible for civil copyright infringement may be ordered to pay either actual damages or “statutory” damages affixed at not less than \$750 and not more than \$30,000 for work infringed. For “willful” infringement a court may award up to \$150,000 for work infringed. A court can in its discretion also assess cost and attorney’s fees.

Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to \$250,000 per offense. For more information regarding the civil and criminal penalties, visit the website of the U.S. Copyright Office at www.copyright.gov, and their FAQ’s at www.copyright.gov/help/faq.

Campus Communication

Signs and Posters

The Vice President for Student Affairs and College Advancement must approve signs and posters to be displayed in the college and all external advertisements. Any approved signage, which will be displayed in the approved locations.

Communication Devices

Communication devices include, but are not limited to, smart phones, cell phones, iPads, and other mobile hand held devices. The use of these technological resources in the college is encouraged in accordance with the needs of the instructor and course. However, they must be used in an acceptable manner with concern and consideration for your classmates, faculty, and other constituents of the college. Students must abide by specific guidance provided in their course syllabus, and/or by their course coordinator or clinical instructor.

ADMISSIONS

Admissions Office

The Admissions office is located on the first floor of Cox College. If you would like more information or to schedule an admissions appointment or school tour, please contact the Cox College Admissions office by phone at 417-269-3401 or toll-free at 1-866-898-5355, emailing admissions@coxcollege.edu, or by visiting <https://coxcollege.edu/admissions/> and clicking "Schedule a Meeting".

Admission Standards

Regular Admission – First Time Undergraduate Student

- Official high school transcript, GED or HiSET certificate
- Composite ACT of 18 or SAT combined score of 940 or higher
- High school cumulative GPA of 2.0 or higher or proof of having successfully passed the GED or HiSET

***NOTE:** If the applicant presents a GED or HiSET, they must also have a composite ACT of 18 or SAT combined score of 940 or higher.

Regular Admission – Transfer Student

- Official high school transcript, GED or HiSET certificate*
- 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

***NOTE:** Possible exceptions apply. Please see Admissions Steps for details.

Transfer GPA

The Admissions Department will calculate transfer GPA for admission, based on credits earned by the student at regionally accredited institutions and institutions with whom Cox College has articulation agreements (all exempt or repeated courses are eliminated from the calculation).

Provisional Admission

Provisional admission will be offered to students who do not meet the minimum GPA or ACT/SAT requirements for admission. Provisional admission is designed to assist in supporting students toward their academic success. All students must meet and maintain certain standards of success for academic progress. Please refer to the “academic probation/suspension” portion of the catalog for detailed information.

Graduate Admission

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

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. If the student has not taken the ACT or SAT exam in the last 5 years, the student can be considered for provisional admissions.

Recommended Admission Steps

- **Submit an Application:**

Submit a completed online application, with a \$50 nonrefundable application fee at coxcollege.edu

- **Request Official Transcripts:**

- High School Equivalency*
 - Official High School transcript
 - Home School Transcript
 - GED
 - HiSET
- All Official Secondary Education Transcripts

*Note *High school transcripts, GED, or HiSET are NOT required if an applicant has either an earned associate’s or bachelor’s degree from a regionally accredited institution, an institution that Cox College has an articulation agreement with, or earned at least 60 semester (73 trimester or 90 quarter) hours.

- **Review of Documents:**

The admissions department will review required documents and keep the student updated of their admission status.

- **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.

- **Apply to the Specific Program:**

Some programs may require additional application steps. Please see the program section in the catalog for details.

U.S. Citizenship

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

Requirements Prior to 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.

Program Admissions Requirement:

- Negative drug screen
- Clear background check
- Uniform information obtained and uniforms ordered.

Possible Clinical Site Requirements:

- 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.

Immunization Requirements:

Students are required to submit complete and keep current health and immunization records as indicated by their clinical site. Failure to do so may result in an ineligibility to enroll and/or continue in Cox College courses. For students participating in clinical instruction at CoxHealth, this includes annual vaccination for Influenza, unless an exemption has been granted as described in the CoxHealth policy.

Probable immunizations include:

- Tetanus/Diphtheria/Pertussis
- Varicella
- Hepatitis B
- Measles/Mumps/Rubella (MMR)
- Tuberculosis Screening (TB)
- COVID
- Influenza

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.

COVID 19 Immunization Information and FAQ's:

Is the Covid-19 Vaccination required at CoxHealth?

CoxHealth has implemented a mandatory vaccination policy as a key part of our overall strategy and commitment to maintaining a safe and healthy workplace in light of the Covid-19 pandemic. CoxHealth requires that all employees and individuals entering the workplace get vaccinated against Covid-19 and show proof of an FDA-approved Covid-19 vaccination.

Is the COVID-19 vaccination required at Cox College?

The COVID-19 vaccination is not required to attend Cox College, however hospitals, clinics, and health systems (Mercy, Jordan Valley, CoxHealth etc.) now require the COVID-19 vaccination for students who wish to participate in clinical experiences.

Please note, not having your vaccination for a required clinical site and rotation can delay your class progression as well as your ability to finish your program of study and graduate from Cox College. Clinical sites can require vaccination for participation at *any time* during your program of study. Cox College is under no obligation to find you alternative clinical placements.

I am vaccinated, where do I upload my proof of vaccination?

Students should upload a copy of their vaccination card by September 2, 2022 for the fall semester, and January 31, 2023 for the spring semester to the designated clinical course in Canvas. Faculty will direct student's attention to where to find the Canvas assignment designated for vaccination cards in their Canvas course.

I am not vaccinated. Can I apply for a medical or religious exemption from the vaccine?

Students should not assume their assigned clinical site will offer medical or religious exemption. Many clinical sites do not offer exemptions to students. Cox College does not have the authority to make a clinical site offer medical or religious exemptions to students.

What if my assigned clinical site does not offer medical or religious exemptions to students? Will Cox College find me another clinical rotation?

Clinical rotations are limited and must meet course objectives and requirements. Cox College is under no obligation to find alternative clinical placements based upon vaccination preference.

Does CoxHealth offer medical or religious exemptions?

At this time, CoxHealth is offering students the opportunity to apply for medical or religious exemptions. Students enrolling for clinical experiences must apply for a medical or religious exemption by

September 2, 2022 for the fall semester, and January 31, 2023 for the spring semester. Students should not assume a medical or religious exemption will be granted.

CoxHealth Medical Exemption forms A&B can be found on the student portal. Completed forms should be sent to employeehealth@coxhealth.com.

CoxHealth Religious Exemption forms can be found on the student portal. Completed forms and should be sent to Emily.Harrington@coxhealth.com. If an exemption is granted by CoxHealth, students will be required to undergo weekly COVID-19 testing. Testing will be at the student's expense, unless the student uses a CoxHealth lab. There is no charge to students who use a CoxHealth Lab for weekly testing.

I received a medical exemption or deferral, or a religious exemption, from CoxHealth, and I have to be tested weekly, how does that work?

Students approved for religious or medical exemption or temporary deferral (for pregnancy or recent COVID-19 diagnosis) will need to test weekly. Exempted students will be notified by CoxHealth Human Resources via email and by letter of their testing accommodation, and they will receive a weekly testing kit from their Program Chair with additional instructions and test site locations for the weekly testing process.

Students who choose to test at a CoxHealth Lab will not be charged for weekly testing. Students who choose a testing facility outside of CoxHealth will be responsible for the cost of the required weekly COVID-19 test.

Why do I have so many test labels at once?

Approved exempted students will receive a testing packet from their program chair with an advance 3-month supply of bar coded encounter test labels to affix to your specimen container you will receive at the test site. You will automatically receive a new 3-month supply of labels toward the end of the three-month period.

When should I get my weekly COVID-19 test?

You should complete your weekly COVID-19 test at least 24 hours before your clinical rotation. Please review the weekly testing location and hours in advance of your clinical rotation, to determine whether you need to complete your test at a specific time frame. Students who do not provide weekly proof of a negative COVID-19 test will not be allowed to attend clinical rotations.

Is the COVID-19 test administered to me by a clinical provider, or self-collected?

Currently, CoxHealth is able to complete the weekly COVID-19 testing through saliva samples, which you will self-collect at one of many approved locations.

How will I get my weekly COVID-19 test results from CoxHealth?

If your COVID-19 test comes back negative, you will receive a text message and automated phone call notifying you of your result. If your test result is positive, the COVID-19 exposure team will notify you of

the positive result and next steps. If you test positive for COVID-19 please notify your course faculty and program chair.

If I test positive for COVID-19, do I still test weekly?

If you test positive for COVID-19, you will not be tested for COVID-19 for 120 days if you are asymptomatic. You will not need to complete your weekly COVID-19 test for 120 days unless you have symptoms.

What happens if I decide to receive the COVID-19 vaccine?

You will be required to test until fully vaccinated (14 days post 2nd dose of mRNA vaccines or 14 days post first dose of J&J vaccine.) Once you are fully vaccinated, you will no longer be required to test weekly. If you receive your vaccine please notify you're your faculty and program chair and upload proof of your vaccination to the Canvas assignment designated for vaccination cards in their Canvas course.

Re-enrollment

If a student does not re-enroll at Cox College for one year (unless granted a leave of absence) or withdraws from the college during a semester, they cease to be a student of the College.

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 if 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

Students who have graduated from Cox College and would like to re-enroll in a course and/or apply to a Cox College program 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.

Transfer of Credit

General Education Transfer Credits

Cox College welcomes transfer students and awards transfer credit as laid out in this policy.

Cox College accepts transfer credits completed at regionally accredited institutions. Courses will be evaluated based on their similarity to courses required at Cox College. This evaluation will be completed initially by using course descriptions and titles from the previous institution. If a course meets the credit hour requirement and is substantially similar from a regionally accredited institution, credit will be awarded at the value of credit earned at the previous institution. Additional conversions will be made for schools not on a semester calendar. Please see the "Credit Hour Conversion" section of this policy. Only courses required for the specific program track at Cox College will be transferred to Cox College. Please see program specific requirements located in the program specific sections of the Cox College Catalog.

If similarity of a course from a regionally accredited institution is unable to be determined by the course description and title alone, a syllabus may be provided for further review.

Transfer credit is typically not awarded for courses completed at non-regionally accredited institutions. These courses will be evaluated on a case-by-case basis. This process is only available to admitted Cox College students and will only be awarded if:

- An agreement exists between Cox College and the other institution allowing specific credit transfer
- An appeal process is completed and credit approved. To appeal the transferability of a course from a non-regionally accredited institution, the student must:
 - Complete the "Transfer Credit Request Form"
 - Submit a syllabus and/or other supporting materials to the General Education Chair and Program Chair of the program for which the course is required. The two department chairs will collaborate with the Registrar's office and other appropriate personnel in making the decision

The student will be informed of the decision upon completion of the review. All approved transfer credit will be posted to the student's record with both grade and credit hours earned. Only grades of C- or higher will be eligible for transfer to Cox College. Programs may award credit for prior degrees, licenses, and/or experiences. These specifications can be found in the program specific sections of the Cox College Catalog.

Coursework earned at the graduate level may be evaluated on a case-by-case basis by the program to be awarded as undergraduate general education credit.

Credit Hour Conversion

Cox College awards transfer credit in the following ways for courses completed at institutions not operating on a semester calendar:

- For credit offered at an institution operating on a quarter calendar, credit hours will be awarded at a 0.67 (two-thirds) conversion

- For credit offered at an institution operating on a trimester calendar, credit hours will be awarded at a 0.83 conversion

International Credit

Transfer coursework from international institutions may be accepted. If transferring credits from an international college or university, the transcript must be evaluated by World Education Services (WES). If evaluated by a service other than WES, it will be up to the discretion of the admissions department as to whether the transcript meets their requirements. The evaluation must provide the following:

- Certifying degree similarity
- English translation (if applicable)
- GPA
- Detailed report of courses completed
- Course by course evaluation
- Course credit hours

A review of syllabi may be requested on a case-by-case basis.

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.

DANTES Subject Standardized Test (DSST)

Applicants who have successfully passed the DSST examinations, 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.

English and Mathematics Test Out Options

Students admitted to Cox College may test out of English and Mathematics in one of the following ways:

- ACT Math score of 22 or higher or an SAT Math score of 540 or higher.
- ACT English score of 22 or higher or an SAT Writing and Language score of 29 or higher.
- TEAS Mathematics score of 70% or higher
- TEAS English and Language Usage score of 70% or higher

*Note: Please program requirements can vary. Please see the program section in the catalog for programmatic requirements.

Program-Specific Transfer Credits

Students desiring to transfer program-specific credits must:

- Complete the Cox College Admissions Process
 - Complete the Cox College Application
 - Submit the \$50 application fee
 - Submit all official college transcripts
- Submit program specific application
- Submit the course syllabi for each course being transferred for review and approval
- Complete and sign the *Transfer Course Request Form*

COVID-19 Transfer Policy

Cox College recognizes the disruption that students have experienced due to the COVID-19 pandemic. The College offers the following guidance on pass/fail grades earned at other colleges and universities:

- Due to programmatic admission standards, Cox College strongly encourages students to choose the traditional grading scale offered by the grade-awarding institution.
- If a student chooses the pass/fail option for a course from the grade-awarding institution, the pass/fail will be transcribed as such on the student's official transcript, credit will be awarded, but GPA points will not be awarded. For admission purposes/decisions, the "P" or Pass grade will be viewed as a "C" grade.

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 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 Chairperson. If approved, the Chairperson will forward to VPAA/VPSN, and the VPAA/VPSN to the Registrar. The student will be notified of the decision by the Chairperson.

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.

Cox College Internal Transfer Credit

When a Cox College student completes credit that is needed for more than one degree, any internal transfer credit will be listed in a "Cox College Internal Transfer" term on the transcript.

Transfer of Credits		
Program Name	General Education Transfer Credits	Program Specific Transfer Credits
ASN Associate of Science in Nursing <i>(Transfer credit cannot exceed maximum total of 52 credit hours.)</i>	All 31 credit hours of required general education, with varying case-by-case evaluations. Core science transfer courses are (Anatomy, Physiology, Microbiology, Chemistry, and Pathophysiology). Anatomy, Physiology, and Microbiology must have been completed within five (5) years prior to matriculation. The average cumulative GPA in core science course work must be 2.5 or higher	Evaluates Each Request 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 <i>(Transfer credit cannot exceed maximum total of 57 credit hours.)</i>	All 25 credit hours for required general education, with varying case-by-case evaluation. 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 <i>(Transfer credit cannot exceed maximum total of 90 credit hours.)</i>	Up to 12 credits	Evaluates Each Request
BSN Bachelor of Science in Nursing <i>(Transfer credit cannot exceed maximum total of 90 credit hours for students.)</i>	All 52 credit hours for required general education, with varying case-by-case evaluations. Core science transfer courses are (Anatomy, Physiology, Microbiology, Chemistry, and Pathophysiology). Anatomy, Physiology, and Microbiology must have been completed within 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. (For students in previous catalog year, please consult previous catalog.)
MND Master of Science in Nutrition Diagnostics /Dietetic Internship Nutrition Diagnostic Dietetic Internship	Not Applicable	No transfer credits accepted.
MSOT Master of Science in Occupational Therapy	Not Applicable	No transfer credits accepted
MSN Master of Science in Nursing	Not Applicable	Up to 9 credits. Transfer credits must be at a B or higher. Evaluates Each Request.

FINANCIAL INFORMATION

BURSAR

Questions about student billing should be directed to the Office of the Bursar. The Office of the Bursar is located on the third floor of Cox College. You may reach the Bursar at (417) 269-3440 or bursar@coxcollege.edu.

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	Per Credit Hour
Associate of Science in Radiography	\$355.00
Associate of Science in Medical Assisting	\$405.00
Associate of Science in Nursing	\$435.00
General Education	\$415.00
Bachelor of Science in Nursing	\$420.00
Bachelor of Science in Nursing (RN-BSN)	\$415.00
Bachelor of Science in Diagnostic Imaging	\$415.00
Master of Science in Nutrition Diagnostic	\$605.00
Master of Science in Occupational Therapy	\$610.00
Master of Science in Nursing	\$600.00
Fees	
Application	\$50.00
Acceptance/Drug Test/Criminal Background	\$175.00
Student Services Fees	\$5.00 Per Credit Hour
Graduation Fees (non-negotiable)	
Undergraduate	\$125.00
Graduate	\$150.00
Lab Fee	\$160.00
Technology Fee	\$160.00 Per Semester
Other Fees	
ATI Complete Package (UG Nursing)	\$795.00
Skills Kit/Note Packet (Course Dependent)	\$5.00-200.00
Past Due Balance	\$50.00
TEAS Exam (UG Nursing)	\$80.00

ACE Exam (LPN Bridge Only)	\$35.00 each
Return Check Fee	\$25.00
Parking Fine	\$25.00
Official Transcript	\$15.00
Exaat Fee (MSOT)	\$120.00
Rad Review Fee (ASR)	\$115.00
Dietetic Internship	\$10,000.00
Trajecsys (Program Track Dependent)	\$75-200.00
ZoTero (MND)	\$30.00 Per Year
RD Exam Prep (MND/DI)	\$160.00
OT Advocacy Fields Trips (MSOT)	\$50.00
NBCOT Exam Prep (MSOT)	\$300.00
Transfer Evaluation (Program Course)	\$50.00
URR (BSDI)	\$150.00

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 website. 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

Office of the Registrar 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 1-6 of semester	Days 7-11 of semester	After Day 11 of the semester
First 8-Week Session	Days 1-3 of session	Days 4-6 of session	After Day 6 of session
Second 8-Week Session	Days 1-3 of session	Days 4-6 of session	After Day 6 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.**

Return of Military Assistance

Military Tuition Assistance (TA) is awarded to a student under the assumption that the student will attend school for the period for which the assistance is awarded. If a student withdraws, the student may not be eligible for the full amount of TA funds awarded.

In order to be in compliance with the new Department of Defense policy, Cox College will return any unearned TA funds on a proportional basis through the 60% portion of the period for which the funds were provided. Unearned funds will be returned based upon when a student stops attending during an enrollment period.

When service members are required to stop attending due to a military service obligation, Cox College will work with the service member to identify solutions that will not result in a student debt for the returned portion.

Calculation: The date the student “officially” withdraws from a course is considered the last date of attendance for return of tuition assistance. If a student is reported by faculty as not attending a course for the equivalent of three consecutive weeks without notifying the faculty, the student will be administratively withdrawn. Cox College will determine the last date of attendance (LDA) by determining the last date of activity within a course. Online courses LDA will be based upon the last date a student

contributed to the class or submitted an assignment. Cox College will reach out to faculty to determine the LDA for face-to-face courses.

Cox College will recalculate TA eligibility based on the following formula:

Number of weeks completed / Total weeks of the course (start to end date) = Percent Earned

Return of Funds: Determining eligibility for TA is course specific. The course start and end date will be used for each class to determine eligibility. Using the formula above, Cox College will determine the amount of TA awarded that must be returned when a service member does not complete at least 60% of each course; which could result in creating a balance on the Cox College student account.

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

Financial Aid Office

Questions regarding Title IV financial aid should be directed to the Financial Aid Office.

- The Financial Aid Office is located on the third floor of Cox College.
- Personnel are available Monday - Friday 7:30 a.m. - 4:00 p.m.
 - Appointments are encouraged, but not necessary.
- **Telephone:**
 - 417-299-8238 (Verification/Scholarships/Access Missouri)
 - 417-299-5147 (Federal Loans/Private Loans/Awards)
 - 417-299-5185 (Pell Grants/Withdrawals/Work Study)
 - Toll Free 866-898-5355
- **Address:** Financial Aid Office, Cox College
1423 North Jefferson Avenue, Springfield, MO 65802
- **E-mail:** Financialaid@coxcollege.edu

General Information

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 <https://studentaid.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 (Fall, Spring, and Summer Semesters)

- **Full-Time:** Students enrolled in at least 12 credit hours.
- **Three-Quarter Time:** Students enrolled in 9-11 credit hours.
- **Half-Time:** Students enrolled in 6-8 credit hours.
- **Less than Half-Time:** Students enrolled in 1-5 credit hours.

Graduate

- **Full-Time:** Students enrolled in at least 9 credit hours during a fall or spring semester.
- **Half-Time:** Students enrolled in at least 5 credit hours during a fall or spring semester.
- **Summer:** Students must be enrolled in at least 6 credit hours to be full-time 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:	91-120 credit hours		
Senior Plus:	120+ credit hours		

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
Fast Track Workforce Incentive Grant

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.

Missouri Family Education Loan Program (MOFELP)

MoFELP is a private student loan program with a 0% interest rate. This loan is designed to give another option to Missouri undergraduate students with financial need who may not meet the credit requirements for traditional private loans. Funds are limited and are awarded to eligible students on a first-come, first-serve basis. For additional information, email the Financial Aid Office at Financialaid@coxcollege.edu.

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.
- If the last day of attendance falls during a scheduled break, the last date of participation prior to the scheduled break will be used.

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 (SAP)

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. Whether a student is considered to be making satisfactory academic progress depends on successful semester completion of courses (credit hours), cumulative grade point average (GPA) and maximum completion rate requirements or Pace, to complete the student's course of study. Students must meet all GPA and Pace requirements listed to maintain financial aid eligibility.

Evaluation of Satisfactory Academic Progress

Satisfactory academic progress is evaluated after each semester. At that time, a student will be in good standing, or receive a warning, or denied financial assistance for future enrollment periods. Students will be notified by the Financial Aid Office if they are placed on a warning or denial status for financial aid.

GPA Requirement

To meet satisfactory academic progress at the end of each semester, students must maintain a cumulative grade point average (GPA) of at least 2.0 on a 4.0 scale **and** not fall below a grade point average (GPA) of 2.0 for two consecutive semesters.

Completion Requirement

A student must have earned hours equal to at least 67 percent of the total hours attempted at the time satisfactory academic progress is evaluated to remain in good standing. Students not earning at least 67 percent of the hours attempted will be placed on a denial status for future financial aid consideration. Attempted hours are defined as the hours for which the student is enrolled. Earned hours are defined as the sum of hours for which a student has earned a grade of A, B,C, or D. Withdrawals, incompletes, audits, and failures are not earned hours. Failing grades in pass/fail courses are considered attempted and earned hours. Failing grades in pass/fail courses are considered attempted but not earned hours.

Repeated courses are included in the calculation of attempted and earned hours. A student is allowed to repeat a course with a passing grade only once.

Maximum Time-Limit Requirements

A student's eligibility for financial aid will be terminated at the point where 150 percent of the total hours required for a program, as stated in the college catalog, have been attempted. Hours attempted are the sum of all this school's credits for which tuition was charged plus all transfer hours accepted for credit. If a student changes course of study, the hours attempted under all courses of study are included in the calculation of attempted and earned hours.

Academic Probation Status

Probation status will not prevent the student from receiving financial aid. The probationary semester is meant to provide time for corrective action. If a student does not meet the satisfactory academic progress standards after the probationary period, denial status will be imposed.

Denial Status

Denial status will prevent the student from receiving any Title IV, state, or institutional financial assistance for future enrollment until the student meets all satisfactory academic progress standards, or an appeal has been granted.

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:

1. 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.

2. The student submits a completed appeal form to the Financial Aid Appeals Committee and the committee approves the appeal.

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.

SAFETY AND SECURITY INFORMATION

The safety and wellbeing of all members of the college community is the overarching goal of Cox College. However, the existence of policies and procedures is of limited value without the active support of the students, faculty, and staff. Everyone at Cox College should be prepared to take appropriate and deliberate action when an emergency arises. Safety is everyone’s responsibility.

In addition to emergency procedures, prevention is a critical factor in any emergency plan. Faculty, staff, and students are in the best position to identify and react to any warning signals or potential dangers and must take personal responsibility for reporting concerns. These could range from safety concerns in a classroom to unusual or suspicious behavior. It is through a trust-based partnership among administration, faculty and staff, and students that our campus can remain safe and focused on education.

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 Statistics 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 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 Student Resources Center.

Emergency Response and Evacuation Procedures

In an effort to provide a safe campus and pursuant to Public Law 101-542, Cox College provides campus safety information to each student during orientation to the College. Refer to the Campus Security Reference and other security data posted on the college website for information about public safety, crime statistics, parking regulations and security policies and procedures at CoxHealth and the College.

The college uses a mass alert notification system designed to keep the students, faculty and staff at Cox College informed during emergencies. Emergency communications from the college, including inclement weather announcements, will be sent as a text message/voice message and/or e-mail to those enrolled in the notification system.

CoxHealth Security provides services at Cox College, Cox North and Cox South. In an emergency, security personnel may be accessed from a phone within the college, Cox North or Cox South by dialing 333 or "0" for the switchboard operator. Security personnel will also assist with unlocking car doors and charging batteries. To access CoxHealth Security, call 417-269-3715 (Cox North) or 417-269-6120 (Cox South).

In an emergency on the Drury University campus, students should contact the Office of Continuing Education in C. Arch Bay Hall until 8:30 p.m. at 873-7207 or the Olin Library personnel until 12:00 midnight at 873-7338.

Emergency Procedures

It is the desire of Cox College to provide as safe an environment as possible for students, faculty and staff. Please refer to the red flipcharts posted throughout the facility for additional information.

Fire

Upon finding a fire in the college:

- Notify anyone in the area that a fire exists.
- Pull the nearest fire alarm. Fire alarms are located at every exit and at intervals along each hall.

- Use appropriate judgment in utilizing fire extinguishers.
- On exiting the room, close windows (if possible), close the door to the room to limit the spread of fire and smoke and evacuate the building.
- Notify the receptionist (if possible), of the location, type and extent of the fire.

Use of fire extinguishers

- All fire extinguishers are dry chemical to enable them to be used safely on any type of fire. To allow ample time to escape the area, anyone attempting to use an extinguisher should be aware that the fire should be able to be contained within 30 seconds or less. If unable to smother or extinguish the fire within this period of time, the individual should simply exit, close the door, escape the area, pull the nearest fire alarm and notify the receptionist of the exact location of the fire. Students should be aware of the location of fire extinguishers.

Evacuation of the College

- Possible exits are clearly marked with “EXIT” signs. Maps are located by every fire alarm, as well as in strategic locations in hallways. Each map indicates two possible exits for that area. Use the nearest exit that is not obstructed by smoke or flames.
- Evacuate immediately and remain calm.
- Do not return to the building for any reason after evacuation has begun.
- Do not use the elevator.
- Individuals in the area of the college leave by the nearest exit and assemble on Jefferson Avenue on the sidewalk area across from the college entrance.
- Students in classes or with a group should reassemble with that group. Faculty are responsible for identifying and reporting any absences to the individual in charge of roll call.
- Any individual not in class or with a group at the time of evacuation should report to the individual in charge of roll call

Complete details about the Emergency Response Plan are available from the CoxHealth Department of Emergency Management, 417-269-4761 or can be found at the following web address: <https://connect.coxhealth.com/emman/SitePages/Home.aspx>

Inclement Weather

In case of inclement weather, sound judgment should be exercised regarding safe travel. The President, or designee, will evaluate weather conditions and decide if current or future weather conditions warrant closing Cox College. When the College closes due to inclement weather, all seated academic courses, faculty office hours, clinicals and business operations are closed at that campus location(s) for the defined time period. Cox College will announce the decision to close through local news media, online, and social media, and through Rave (if the student is signed up). The Inclement Weather policy is located on the college Web site: www.coxcollege.edu and CoxHealth IntraWeb – Cox College.

Injuries to Students

Students are to report any injuries or accidents occurring during classroom or laboratory activities to a faculty member who will facilitate completion of an incident report required by the College. Individual

clinical agencies may require an additional report of the incident. Students who sustain injuries during nursing laboratory activities should be referred to the Emergency Departments on Cox North or Cox South campuses or to Urgent Care at Cox Walnut Lawn

Security Escort Service

CoxHealth Security will provide an escort service to parking areas upon request. This service may be acquired at the college or Cox North by calling 417-269-3715 and Cox South by calling 417-269-6120, or by calling “0” for the switchboard operator from a Cox campus phone. Escorts will be uniformed security personnel.

CoxHealth Security will provide an escort service to parking areas upon request. This service may be acquired at the college or Cox North by calling 417-269-3715 and Cox South by calling 417-269-6120, or by calling “0” for the switchboard operator from a Cox campus phone. Escorts will be uniformed security personnel.

Violence Prevention

Cox College is committed to provide a working and learning environment free of intimidation, violence and threats of violence and will make every effort to prevent incidents from occurring. Cox College condemns acts of violence and threats in the workplace and will make every effort to prevent incidents from occurring. Cox College follows the *CoxHealth Workplace Violence Prevention Program*.

It is the duty of all members of the college community to report threats or acts of violence. No reprisals will be tolerated for reporting threats of workplace violence or for serving as a witness in investigations of incidents. Violations of this policy by any person within the college community may lead to disciplinary action, up to and including immediate discharge, and/or legal action as appropriate.

Whether direct or indirect, conduct that harms, threatens or intimidates another person will not be tolerated. This includes, but is not limited to:

- Causing physical injury to another person.
- Verbalizing threatening remarks.
- Demonstrating intimidating or frightening gestures such shaking fists, pounding a desk or counter, punching or slamming a wall.
- Possession of a weapon while on college property or while on college business. (A permit to carry a weapon does not supersede CoxHealth policy banning weapons.)
- Intentionally damaging college property or the property of another individual.

While in the clinical setting, Cox College students and faculty will follow that individual facility’s violence prevention program and policies.

Students should report all acts or threats of violence immediately to a ‘responsible employee’ (i.e., supervisor, faculty, department chair, vice president, president) or the Security Department. When necessary, the Security Department will respond to any report of violence in the workplace and contain the incident. Human Resources will investigate the incident with respect to any employee involvement.

Students should promptly inform the Vice President of Student Affairs regarding any protective or restraining order obtained with regard to partner violence.

COVID-19

The Covid-19 vaccination is not required to attend Cox College, however hospitals, clinics, and health systems (Mercy, Jordan Valley, Cox Health) now require the Covid-19 vaccination for students who wish to participate in clinical experiences. Cox College supports a clinical site's decision to require vaccination for participation, as the college signs a clinical contract with sites agreeing to their stipulations for clinical access.

Please note, not having your vaccination for a required clinical site will delay your class progression as well as your ability to finish your program of study and graduate from Cox College. Cox College is under no obligation to find you alternative clinical placements. Clinical sites can require vaccination for participation at any time.

STUDENT RESPONSIBILITIES, RIGHTS, AND RESOURCES

Student Code of Conduct

All students are expected to consistently exhibit intellectual and personal integrity whether verbally, electronically, or on social media sites (Facebook, twitter, e.g.).

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.

Student Resources Center (SRC)

The Student Resources Center at Cox College provides support for students in a variety of ways. It serves the college goal of helping students succeed academically by assisting in developing proactive strategies for college and life. It also serves as an information hub and promotes academic, social, and personal development by helping students in cultivating transition-to-college foundational skills such as study strategies, note-taking ideas, time management skills, and stress management techniques, and tips for reducing test anxiety.

The Student Success Coordinator/Counselor supervises tutoring services, the Early Intervention Program, and other activities related to student success. The Student Success Coordinator/Counselor is also

available to meet with students on an individual or group basis to assist with developing academic success action plans.

Cox College Counseling Center

The Cox College Counseling Center seeks to provide short-term/brief supportive counseling services free of charge for currently enrolled Cox College students. A licensed professional counselor offers these services. The counseling services provided are to assist students with concerns they have and enhance their ability to be more effective and successful in their academic and personal lives.

Tutoring Services

The Student Resource Center provides academic support via free tutoring services to currently enrolled Cox College students. Students can book one-on-one or group appointments to focus on specific educational needs, study, or test-taking techniques. Students can book appointments online via the tutoring link located on the on the Student Portal.

Address and/or Name Change

Students should contact The Registration Office at registrar@coxcollege.edu to update their information any time an address, phone, and/or name change occurs. Students will need to provide photo identification and may be asked to provide documentation supporting the change (i.e., marriage license, etc.). Both local and permanent addresses are important and will be used for communications mailed from the college.

Primrose Perk/Online Bookstore

Coffees, lattes, frappes, etc., school supplies, limited Cox College clothing, and some food may be purchased at Primrose Perk, located on the first floor of the college. Textbooks may be purchased through the Cox College online bookstore. The online bookstore will be available four weeks before each semester starts. Students may purchase the books they need for their courses, and the textbooks will be delivered to their home. Other services that Primrose Perk provides are uniforms as required and limited reference materials used to enhance course studies.

Food Service

Students may purchase meals at the at the Cox North and Cox South cafeterias. In addition, microwaves are located throughout the college. Vending machines are located in the basement area of the college and between the Skills Lab and Simulation Center.

Guests in Classroom or Laboratory/Clinical Settings

In order to provide a safe and positive learning environment for all students, children and/or guests are not allowed to accompany students to any learning setting. Children are not to be left unattended in any area of the college including, but not limited to, the faculty offices, college lounges or business offices.

Name Tags and Identification

All students are required to display their Cox College photo ID badge at all times at any Cox Health facilities or at any other clinical site. There is no cost for the Cox photo ID when it is first acquired, but there is a fee for a replacement ID. The Cox College photo ID is also necessary to access the college, as the main doors to the college are on a security-entry system.

Health Services

The college does not maintain a health center. Students who are having a health problem should be seen by their family physician, Urgent Cares, or Emergency Departments. The Emergency Departments at Cox North and Cox South are available to provide services to students who need emergency health care. The college does not have a health insurance plan for students. Students who need medical attention are responsible for their own medical expenses.

Library Resources

The library pages are located within the college's Learning Management System, Canvas. You can easily navigate to this page by clicking the "help" button on any Canvas page and selecting "Cox College Libraries". The library pages provide access to the CoxHealth Libraries Online Catalog (EOSi), Ovid and EBSCO (literature databases), web resources (health care links), educational resources (research guides and study tools) and more.

Parking

Parking is provided in CoxHealth parking lots. Students assume all responsibility for personal vehicles and their contents. Students are to park in non-reserved employee or student parking areas. On the Cox College parking lot, student parking is designated by white lines. Please park in a parking space that is surrounded by white lines. Parking permits are required and may be picked up from the college. Parking permits are valid for one academic year, which includes fall, spring and summer semesters. Students must pick up NEW permits each fall semester. New permits are required to be displayed at the bottom of the rear window on the driver's side of the vehicle. Students who violate the parking policy are reported to the college by CoxHealth Security personnel. A fine will be assessed by the college for each violation. A student's official records will be encumbered if the financial obligation is not met.

Transportation

Students are responsible for their own transportation to clinical facilities

General Parking Regulations

1. All persons shall park within a single parking space
2. Parking in restricted areas or parking in any area not specifically designed for parking constitutes a violation and is subject to a fine
3. Unauthorized vehicles cannot be parked in any parking space or area specifically designated by a RESERVED or a Visitor sign at any time
4. Parking in designated handicapped spaces is restricted to individuals with state handicapped permits or plates

Recreation

Fitness Centers

CoxHealth provides fitness centers in numerous locations across southwest Missouri. These centers provide members free screening/assessments, educational opportunities, and many other services to assist in a pursuit of a healthy lifestyle. Fitness centers are located on the campuses of Cox North, Cox South, Cox Willard, Cox Republic and the Meyer Center. Students may join these centers for a nominal fee, which includes a required orientation to the facilities.

Student Lounges

Lounges are available throughout the college. Vending machines are located in the basement area of the college.

Clinical Skills and Simulation Center

The Institute of Medicine recommends that all health care members be educated to interact effectively, efficiently, and professionally to provide patient-centered care. Cox College embraces this philosophy through the use of an interprofessional model within the Clinical Skills and Simulation Center (CSSC). The CSSC offers students the opportunity to interact with each other in a professional manner in a clinical environment. The CSSC serves as an interprofessional learning environment that mimics the health care setting in which students will actually work. The CSSC consists of the Simulation Lab, and Skills Lab. The Skills Lab is available for independent practice when the college is open. The Simulation lab team and faculty members work together to create scenarios and “real-life” situations, where students have the opportunity to: develop skills, apply lecture content, interact and engage in collaborative practice, and develop effective communication while providing care for a patient. Students often feel more confident to enter the workforce in their chosen profession after participating in simulation activities.

Student Leadership and Support Organizations

Student organizations are a great way for students to become involved in their academic, personal, professional and social success during their time at college. Cox College currently offers the following avenues for involvement:

Radiologic Sciences Student Association (RSSA)
Student Nursing Association (SNA)
Student Occupational Therapy Association (SOTA)
Student Ambassadors
Other leadership opportunities

ACADEMIC POLICIES AND PROCEDURES

General Information

Office of the Registrar

Questions and assistance regarding the following academic policies and procedures should be directed to the Office of the Registrar. The Registrar offices are located on the third-floor of Cox College. You may reach the office at Registrar@coxcollege.edu.

To order transcripts, go to <https://tsorder.studentclearinghouse.org/school/ficocode/02068200>.

To order replacement diplomas, go to <https://coxcollege.edu/alumni/request-for-diploma-replacement/>

Academic Year

<u>Fall: 16 weeks</u>	<u>Spring: 16 weeks</u>	<u>Summer: 13 weeks</u>
<ul style="list-style-type: none">• 1st 8 weeks – August to October• 2nd 8 weeks – October to December• 16 weeks – August to December	<ul style="list-style-type: none">• 1st 8 weeks – January to March• 2nd 8 weeks – March to May• 16 weeks – January to May	<ul style="list-style-type: none">• Session 1 – May to June• Session 2 – May to July• Session 3 – July to August

*NOTE: The academic calendar can be located at the back of the catalog and on the Cox College website.

Advisement

Academic advising is available to all Cox College students. Once admitted to the college, students are assigned to an advisor. The advisor assists students with the proposed plan of study and course registration. Prior to registration each semester, students must consult with their advisor regarding progress toward meeting program requirements. 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 advisor early in the semester. It may also be necessary to make an appointment with the Student Resource Center. The responsibility to arrange academic counseling rests with the student.

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, only general education courses are available to be audited.

Change Degree Program/Track

If you wish to change your degree program or program track, please see your advisor and complete the Program Change Form found on the student portal. Once your form has been received, 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 as follows:

Undergraduate

Freshman: 1-30 credit hours
Sophomore: 31-60 credit hours
Junior: 61-90 credit hours
Senior: 91-120 credit hours
Senior Plus: 120+

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 follows:

Undergraduate (Fall, Spring, and Summer Semesters)

Fulltime: Students enrolled in at least 12 credit hours

Three-quarter Time: Students enrolled in 9-11 credit hours

Half-Time: Students enrolled in 6-8 credit hours

Less-Than-Half time: Students enrolled in 1-5 credit hours

Graduate (Fall and Spring Semesters)

Fulltime: Students enrolled in at least 9 credit hours

Half-Time: Students enrolled in 5-8 credit hours

Less-Than-Half time: Students enrolled in 1-4 hours

Graduate (Summer Semester)

Fulltime: Students enrolled in 6 credit hours

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

Less-Than-Half time: Students enrolled in 1-2 credit hours

Change of Course Schedule

Add/Drop Period

Within the add/drop period students can add and drop course on the student portal. Typically the add/drop period is within the first week of classes.

*Please see the academic calendar in the back of this catalog for specific dates.

Withdrawing from a Course

Students requesting to withdrawal from a course after the add/drop period, must submit a withdrawal form through the student portal and submit it to the Registrar's Office via email registrar@coxcollege.edu

Withdrawing from a Course – W Period

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

*Please see the academic calendar in the back of this catalog for specific dates.

Verbal communication to any individual at Cox College of intent to drop or withdraw or failure to attend classes is not considered an official drop or withdrawal. The student will receive the grade earned if the official withdrawal procedures are not completed.

Students who do not attend and fail to drop or withdraw from a course will remain liable for all financial responsibilities, including tuition, fees, and the return of any Title IV funds.

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

Credit and Course Information

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 – 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.

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 their study and participation in the academic process is so conducted that there can be no question concerning their 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 their 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., turitin.com) to verify the originality of the work.

Academic Discipline

All students are expected to consistently exhibit scholastic integrity. Academic dishonesty is relevant to the evaluation of the student's level of performance and will result in disciplinary action.

General Education/Pre-Program Academic Status

Satisfactory Academic Standing

Satisfactory academic standing is determined at the end of each fall, spring, and summer semester and requires that students earn a semester GPA of 2.0 or higher and maintain a cumulative GPA of 2.0 or higher.

Academic Probation

A student who enters a semester on good standing and fails to earn a semester GPA of 2.00 or when their semester or cumulative GPA falls below 2.0 will be placed on probation. Probation begins the following semester. Probation serves to alert students to improve the quality of their academic work in order to avoid being suspended. The student will be notified of probation by letter from the General Education Chair.

Suspension

A student who has entered a semester on academic probation for one consecutive enrolled semester without meeting Satisfactory Academic Progress the previous semester will be suspended. After initial suspension, students must remain out for at least one full semester to be eligible for reinstatement. Students who have been suspended two or more times must remain out for at least one full year prior to being eligible for readmission. Readmission is not automatic. Applications for readmission must be submitted. The student will be notified of suspension by letter from the General Education Chair. This action will be reflected on the student's transcript.

Disciplinary Probation

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

1. Unsatisfactory laboratory/clinical performance (including, but not limited to, lack of preparation and irresponsible, unsafe or unprofessional conduct).
2. Scholastic misconduct (including but not limited to plagiarism or dishonesty).
3. 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. Use of or being under the influence of alcohol and/or illegal drugs in the classroom, laboratory or clinical setting.

5. Sexual offenses or harassment.
6. Conviction of a felony.

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.

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

Virtual Access

Cox College expects students have access to reliable high-speed internet and telephone service. Every attempt should be made to eliminate background noise when possible to prevent distraction and interference. The visual background must be professional and neat in nature. The college dress code is to be used in the virtual environment. A neat and professional appearance is required. Timeliness is to be a priority in the virtual environment. While class schedules may vary, students should adhere to the schedule found in the student portal as much as possible.

Student Success

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, 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) or Withdrawal (W) 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. 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

Grade Scale

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

Grade	Percentage	Quality Points
A	93-100	4.0
A-	90-92	3.7
B+	87-89	3.3
B	85-86	3.0
B-	80-84	2.7
C+	77-79	2.3
C	75-76	2.0
C-	70-74	1.7
D+	67-69	1.3
D	65-66	1.0
D-	60-64	0.7
F	59-0	0.0
P		Passing
W		Withdraw
WP		Withdraw Passing
WF		Withdraw Failing
WN		Withdraw Not Progressing*

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

A D+ grade and below 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 “D+, D, and D- grades may be counted as “passing”).

*Each program has a grade progression requirement for program courses. Please see each program’s section in this catalog for further information.

When a course is retaken, Cox College will forgive the worse of the two grades. 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	
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).
PL	Students seeking credit for Prior Learning Experiential Credit should get assistance from their academic advisor.

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

Coursework not successfully completed by the scheduled timeframe 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. The College reserves the right to delay viewing of grades until completion of end-of-course surveys.

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. A GPA average may range from 0.0 to 4.0.

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

President'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. Only undergraduate students are included in the Dean's List.

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. Nursing program graduates must request that the free transcript be provided for initial licensure. Otherwise, the free transcript will be mailed directly to them following graduation.

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 disciplined or dismissed from Cox College, or an academic program, without due process.
4. Awarded an incorrect final grade.

Students must bring a complaint forward within the *first three (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 Vice President. *The Vice President 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 appropriate Vice President.* The Vice President 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 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 enrolled at Cox College for a period of one (1) year or longer.

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 Leave of Absence (LOA) from the department and the College may be approved by the Department Chair and Vice President of Academic Affairs (VPAA). Students should confer with their academic advisor and complete the *Request for Leave of Absence form*, accessible through the student or faculty portals.

*Note – Students should refer to the program handbook for program specific LOA information.

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 an LOA they will be expected to follow the policies and requirements of the new cohort they are entering.

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 semester the MLOA was requested. Students requesting a MLOA should submit a copy of their orders calling them to active duty to the Veterans Certifying Official. Students granted a MLOA must register for the fall or spring semester immediately after completing military service.

Graduation

Application for Graduation

A graduation application **must** be completed by the deadline that corresponds with each commencement. The deadlines are: Spring graduation – November 1st/ Fall Graduation – July 1st. Students must apply for graduation on the student portal. On the graduation application, it will ask questions such as height/weight for the student’s cap and gown (this information will be kept confidential, it is only used for size ordering purposes). Students will also be asked to complete a graduation survey prior to commencement. In the weeks prior to graduation, the registration department will contact all graduation applicants in regard to graduation and post-graduation details. If students do not complete the final course requirements as anticipated, a new application must be submitted.

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.**

Award of the degree or certificate, however, is not posted until all degree or certificate requirements are completed.

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,” “WN,” or “WF” grade. “WP” and “WN” have 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.

Military Educational Benefits

Cox College welcomes the opportunity to assist veterans and active duty service members with their academic plans and preparation for the future.

Veterans Affairs Benefits

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*, along with the *Veterans Certification Request* form, should be presented to the Cox College Veterans Affairs School Certifying Official (SCO) each semester benefits are requested. ***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.

Military Tuition Assistance

If you plan to utilize Military Tuition Assistance (TA) through any branch of the United States Armed Forces, National Guard, or Selected Reserves you must first contact your Educational Services Officer (ESO) or counselor within your Military Service prior to enrollment. You must submit Tuition Assistance information to the Bursar before the start of the semester. The TA program will determine eligibility for courses.

TA is awarded to a student under the assumption that the student will attend school for the period for which the assistance is awarded. If a student withdraws, the student may not be eligible for the full amount of TA funds awarded.

For more information, contact the School Certifying Official at VeteransServices@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
- Value learning as a lifelong process
- Consider philosophical and/or ethical perspectives

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)

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

A student will be required to repeat a nursing course if a percentage grade of “75” or below or a letter grade of “C-” or below is received. If a student does not meet progression requirements in any nursing course, that student can repeat the course only once. 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 failing by the exam average and/or course grade progression standard will receive the grade WN. This will be counted as a course failure.

A student who withdraws or does not achieve progression requirements in any prerequisite and 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:

- 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 75% or less on course examinations will not be allowed to progress to the next course and will have a “C-” or lower 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-” or lower 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.
- If a student withdraws from a class after the withdrawal period, they will receive a grade of WP, WF, or WN, based on their exam average and/or course grade. A grade of WF or WN equates to a nursing course failure.
- 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 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 program's 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.

Laptop Requirements

Students in the undergraduate nursing programs are required to own a laptop and bring it to every class session. All exams will be taken on the laptops. Below are the technical requirements for the laptops.

Device

PC – Windows 7, 8, 8.1 or 10*

Mac – Mac OS® X 10.9 or later

Browser

Firefox 36+ – <http://www.mozilla.org>

Google Chrome 41+ – <http://www.google.com/chrome>

Safari 6.2.7+ (*Mac Only*) – <http://support.apple.com>

Internet Explorer 9 or 10 (*Version 11 Not Recommended*)

**For Windows 10, Only Firefox and Chrome Are Recommended. Use of Microsoft Edge Is Not Supported At This Time.*

Software

Adobe.com (FlashPlayer and Acrobat Reader)

Java.com

Microsoft Office Suite

Other Requirements

Chromebooks or Microsoft Surface tablets are not recommended

Webcam and microphone required

ATI

Cox College has partnered with Assessment Technologies Institute (ATI) to assist students with acquiring critical reasoning skills and building nursing content knowledge essential for nursing practice and NCLEX-RN success.

What Is ATI?

Used as a comprehensive program, ATI tools can help students prepare more efficiently, as well as increase confidence and familiarity with content. Students in the pre-licensure undergraduate nursing programs will be required to take ATI competency tests pertaining to each of the major courses/content areas throughout the curriculum. The ATI tests will be given toward the end of each nursing course. The comprehensive ATI review program offers the following to students:

- An assessment-driven comprehensive review program designed to enhance student NCLEX® success.
- Multiple assessment and remediation activities. These include assessment indicators for academic success, critical thinking, and learning styles. Additionally, online tutorials, online practice tests, and proctored tests are provided and span major content areas in nursing. These ATI tools, in combination with the nursing program content, assist students to prepare effectively, helping to increase their confidence and familiarity with nursing content.
- ATI Orientation resources, such as the ATI Plan that can be accessed from “My ATI” tab. It is highly recommended that you spend time navigating through these orientation materials.

Review Modules/EBooks

ATI provides Review Modules in eBook formats that include written and video materials in key content areas. Students are encouraged to use these modules to supplement course work and reading. Instructors may assign chapter reading either during a given course and/or as part of active learning/remediation following assessments.

Tutorials

ATI offers unique Tutorials that are designed to teach nursing students how to think like a nurse, how to take a nursing assessment, and how to make sound clinical decisions. Nurse Logic is an excellent way to learn the basics of how nurses think and make decisions. Learning System offers practice tests in specific nursing content areas that allow students to apply the valuable learning tools from Nurse Logic. Features such as a Hint Button, a Talking Glossary, and a Critical Thinking Guide are embedded throughout the Learning System tests to help students gain an understanding of the content.

Focused Reviews/Active Learning/Remediation

Active Learning/Remediation is a process of reviewing content in an area that was not learned or not fully understood (as determined on an ATI assessment). Remediation tools are intended to help the student review important information to be successful in courses and on the NCLEX®.

The student's individual assessment report will contain a listing of the Topics to Review. It is highly recommended to remediate using the Focused Review after completion of any practice/proctored tests, which contains links to ATI eBooks, media clips, and active learning templates.

Your instructor has online access to detailed information about the timing and duration of time spent in assessments, focused reviews, and tutorials by each student. Students will provide documentation that required ATI work was completed using the "My Transcript" feature under "My Results" of the ATI Student Home Page. Each course instructor will indicate in the syllabus how evidence of remediation is submitted. Proctored exams will be given no later than week 15 in order to allow time to remediate. All remediation must be completed by week 16. This remediation will assist students in preparing for course final exams by focusing on areas in which they are weak.

Grading

ATI will count for 5% of your course grade. The points awarded are outside of the required exam average. The benchmark for both the Content Mastery Series and Comprehensive Predictor proficiency is Level 2.

Proficiency Indicators	
Level 3	Indicates student is very likely to exceed NCLEX standards in this content area. Student demonstrates a higher than expected level of knowledge in this content area that confidently supports academic readiness for subsequent curricular content. Demonstrates achievement of a level of competence needed for professional nursing practice in this content area that exceeds most expectations.
Level 2	Indicates student is fairly certain to meet NCLEX standards in this content area. Student demonstrates a level of knowledge in this content area that more than adequately supports academic readiness for subsequent curricular content. Demonstrates achievement of a satisfactory level of competence needed for professional nursing practice in this content area.
Level 1	Likely to just meet NCLEX standards in this content area. Demonstrates the minimum level of knowledge in this content area required to support academic readiness for subsequent curricular content. Demonstrates achievement of a minimum level of competence needed for professional nursing practice in this content area.
Level 0/below level 1	Student is likely to not meet NCLEX standards in this content area. Demonstrates minimum level of knowledge in this content area and does not demonstrate readiness for subsequent curricular content. Student does not meet the minimum level of competence needed for professional nursing practice in this content area.

Content Mastery Series Grading Rubric

Using a combination of the CMS practice and proctored assessments to achieve 5% of the course grade. This sample assumes a course worth 100 points. Point values will be adjusted based on total number of course points to equal a total possible score of 5% of the course grade.

Activity				Points Possible	Points Awarded
CMS Practice Assessments					
Complete Practice Assessment A <i>including</i> : For each topic missed, complete an active learning template.				1	
Complete Practice Assessment B <i>including</i> : For each topic missed, complete an active learning template.				1	
CMS Standardized Proctored Assessment					
Level 3	Level 2	Level 1	Below Level 1		
3 points Focused Review is recommended. No remediation required.	2 points + 1 points for remediation Focused Review is recommended. For up to 3 topics missed, complete an active learning template.	1 point + 1 points for remediation Focused Review is recommended. For up to 3 topics missed, complete an active learning template.	0 points + 1 points for remediation Focused Review is recommended. For up to 3 topics missed, complete an active learning template.	3	
Proctored Assessment Retake					
Not required. No additional points allowed.	Not required. No additional points allowed.	Required. 1 additional point if Level 2 or 3 achieved.	Required. 1 additional point if Level 2 or 3 achieved.		
Total Points				5	

Comprehensive Predictor Grading Rubric

Using a combination of the CMS practice and proctored assessments to achieve 5% of the course grade.

Activity				Points Possible	Points Awarded
CMS Practice Assessments					
Complete Practice Assessment A <i>including:</i> For each topic missed, complete a focus review quiz and submit transcript.				10	
Complete Practice Assessment B <i>including:</i> For each topic missed, complete a focus review quiz and submit transcript.				10	
CMS Standardized Proctored Assessment					
Level 3	Level 2	Level 1	Below Level 1		
30 points	20 points	10 point	0 points	30	
Focused Review is recommended.	Focused Review is recommended.	Focused Review is recommended.	Focused Review is recommended.		
Total Points				50	

Testing Schedule

Course	ATI Assessment
ASN	
NURS 105	Fundamentals
NURS 106	Maternal Newborn Nursing Care of Children
NURS 206	Mental Health Pharmacology
NURS 208	Adult Medical Surgical Comprehensive Predictor
BSN	
NRSI/NRSA/NRSC 202 Or NRSI/NRSA/NRSC 280	Fundamentals
NRSI/NRSA/NRSC 212	Mental Health
NRSI/NRSA/NRSC 410	Pharmacology
NRSI/NRSA/NRSC 304	Maternal Newborn
NRSI/NRSA/NRSC 305	Nursing Care of Children
NRSI/NRSA/NRSC 335	Adult Medical Surgical
NRSI/NRSA/NRSC 402	Leadership
NRSI/NRSA/NRSC 404	Community Health
NRSI/NRSA/NRSC 410	Comprehensive Predictor/Virtual ATI

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 sent to the student after they accept their seat and acceptance fee is paid.

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.

Missing more than 15% of scheduled clinical time will result in a failure of the clinical component of the course.

Procedures for Disciplinary Probation

When a student is placed on disciplinary probation, the student will be informed verbally and by letter of their 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 ("C" 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 383.133, Rules: 20 CSR 2200 -1.010 To 20 CSR 2200-8.180.

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. Submit a college application with all official transcripts.
2. Submit a nursing program application by the listed deadlines. (Fall entry must apply by March 1 and spring entry must apply by September 1). Applicants applying after the deadline may be considered for admission based on space availability.
3. Schedule with the testing center to take the TEAS entrance exam.
4. Applicants may be interviewed as requested by the Undergraduate nursing chair and faculty.

Undergraduate Nursing Department Admission Formula

The undergraduate nursing department faculty will rank applicants based on the below formula.

1. TEAS Exam (Maximum of 40 Points)

Total Exam Score	Points
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80% and above	40 Points
60%-79%	30 Points
59% and below	0 Points

2. Cumulative GPA. (Cumulative GPA x 10=GPA points. Maximum of 40 points)

A minimum of 12 credit hours completed from the required general education courses with a minimum cumulative GPA 3.0 on a 4.0 scale. Also, maintain a cumulative GPA of 3.0 or better in the remaining general education courses.

3. Cumulative Science GPA. (Cumulative GPA x 10=GPA points. Maximum of 40 points)

- Chemistry, Anatomy, and Physiology and Microbiology are core sciences that must be completed prior to the beginning of the program. The minimum core science GPA must be a 2.5 on a 4.0 scale.
- Anatomy, Physiology and Microbiology must be taken within five (5) years of starting the nursing program.

Maximum Points= 120

Further Admission Information

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 3.0 cumulative GPA or 2.5 science GPA is not maintained.

Evening-Weekend Program

There is an option to complete the ASN program in the evenings and on the weekends. The plan of study is 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. The courses for the evening/weekend program are designated with the prefix NURN.

The courses for the LPN to ASN Bridge program are designed with the prefix NLPN.

Monett Campus

The Monett Campus offers an option to complete the ASN program in the evenings and on the weekends. The plan of study is 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. The courses for the Monett campus are designated with the prefix NURM. Classes are held at the Scott Regional Technology Center in Monett, Missouri.

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 three (3) core science courses (Anatomy, Physiology, and Chemistry) 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 382	Pathophysiology
CHEM 103	Fundamentals of Chemistry—core science course
ENGL 150	English Composition
MATH 150	Intermediate Algebra
PSYC 101	Introduction to Psychology
SOCI 101	Introduction to Sociology

Anatomy, Physiology, and Microbiology must be taken within five (5) years of starting the nursing program.

ASN Degree Requirements

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

General Education: 28 Credit Hours Total

Natural and Applied Sciences (19 Credit Hours)

BIOL	205	Human Anatomy (4 credit hours)
BIOL	206	Human Physiology (4 credit hours)
BIOL	208	Microbiology (4 credit hours)

BIOL 382 Pathophysiology (3 credit hours)
 CHEM 103 Fundamentals of Chemistry (Prerequisite: Math 150) (4 credit hours)

Humanities (3 Credit Hours)

ENGL 150 English Composition

Social Sciences (6 Credit Hours)

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

Nursing (39 Credit Hours)

NURS 105 Clinical Applications I (4 credits LEC & 3 credits LAB)
 NURS 205 Critical Thinking (2 credit hours)
 NURS 106 Clinical Applications II (4 credits LEC & 3 credits LAB)
 NURS 206 Clinical Applications III (4 credits LEC & 3 credits LAB)
 NURS 208 Clinical Applications IV (4 credits LEC & 3 credits LAB)
 NURS 215 Pharmacological Basis of Nursing Practice (3 credit hours)
 NURS 220 NCLEX Preparation (1 credit hour)
 NURS 303 Professional Nursing Concepts (3 credit hours)
 NURS 309 Fundamentals of Gerontology (2 credit hours)

Total: 70 Credit Hours

ASN Suggested Full-Time Course of Study

Prerequisites			Credit Hours
CHEM	103	Fundamentals of Chemistry	4
BIOL	205	Human Anatomy	4
BIOL	206	Human Physiology	4
BIOL	208	Microbiology	4
*Math 150 requirement fulfilled			<u>3</u>
Prerequisite Total			19
First Year--Semester 1			Credit Hours
PSYC	101	Introduction to Psychology	3
BIOL	382	Pathophysiology	3
NURS	205	Critical Thinking	2
NURS	105	Clinical Applications I	<u>7</u>
Semester Total			15
First Year – Semester 2			Credit Hours

ENGL	150	English Composition	3
NURS	106	Clinical Applications II	7
NURS	215	Pharmacological Basis of Nursing Practice	<u>3</u>
Semester Total			13

Second Year—Semester 3	Credit Hours
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SOCI	101	Introduction to Sociology	3
NURS	206	Clinical Applications III	7
NURS	309	Fundamentals of Gerontology	<u>2</u>
Semester Total			12

Second Year – Semester 4	Credit Hours
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NURS	220	NCLEX Preparation	1
NURS	303	Professional Nursing Concepts	3
NURS	208	Clinical Applications IV	<u>7</u>
Semester Total			11
Total Credit Hours			70

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

ASN Prerequisite/Corequisite Requirements

Course Number	Prerequisite	Prerequisite/Corequisite
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NURS/NURN/NURM 105	Clinical Applications I	Program Acceptance; BIOL 205, BIOL 206, BIOL 208, CHEM 103, MATH 150; Active AHA BLS certification	
NUR*S/NURN/NURM 106	Clinical Applications II	105, BIOL 382	215*
NLPN (and day LPN) 106	Clinical Applications II	105	BIOL 382, 215*
NURS/NURN/NURM 206	Clinical Applications III	106, 215, ENGL 150, PSYC 101	
NLPN 206 (and day LPN)	Clinical Applications III	106, 215, ENGL 150, BIOL 382, PSYC 101	
NURS/NURN/NURM/NLPN 208	Clinical Application IV	206, 309, SOCI 101	220

NURS/NURN/NURM/NLPN 215	Pharmacological Basis of Nursing Practice	105	106*
NURS/NURN/NURM/NLPN 303	Professional Nursing Concepts	105	
NURS/NURN/NURM/NLPN 309	Fundamentals of Gerontology	105	
NURS/NURN/NURM/NLPN 220	NCLEX Preparation		208

***Note**

| *NURS/NURN/NURM/NLPN 215 may be taken before or with NURS/NURN/NURM/NLPN 106 |

**NURS/NURN/NLPN/NURM 220 NCLEX Preparation course must be taken with Clinical Applications IV
(NURS/NURN/NLPN/NURM 208)

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 Houston.
- 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 120 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.

Program Admission

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

5. Submit a college application with all official transcripts.
6. Submit a nursing program application by the listed deadlines. (Fall entry must apply by March 1 and spring entry must apply by September 1). Applicants applying after the deadline may be considered for admission based on space availability.
7. Schedule with the testing center to take the TEAS entrance exam.
8. Applicants may be interviewed as requested by the Undergraduate nursing chair and faculty.

Undergraduate Nursing Department Admission Formula

The undergraduate nursing department faculty will rank applicants based on the below formula.

1. TEAS Exam (Maximum of 40 Points)

Total Exam Score	Points
80% and above	40 Points
60%-79%	30 Points
59% and below	0 Points

2. Cumulative GPA. (Cumulative GPA x 10=GPA points. Maximum of 40 points)

A minimum of 12 credit hours completed from the required general education courses with a minimum cumulative GPA 3.0 on a 4.0 scale. Also, maintain a cumulative GPA of 3.0 or better in the remaining general education courses.

3. Cumulative Science GPA. (Cumulative GPA x 10=GPA points. Maximum of 40 points)

- Chemistry, Anatomy, and Physiology and Microbiology are core sciences that must be completed prior to the beginning of the program. The minimum core science GPA must be a 2.5 on a 4.0 scale.
- Anatomy, Physiology and Microbiology must be taken within five (5) years of starting the nursing program.

Maximum Points= 120**Further Application Information**

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 3.0 on required courses completed for the nursing program.

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 or in progress the five (5) core science courses (Anatomy, Physiology, Microbiology, Chemistry, and Pathophysiology) and twenty-two (22) hours of additional general education courses (from the list below) through Cox College.
- Complete the Five (5) 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 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 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 (54 Credit Hours Total)

Core Science: 19 credit hours

BIOL	205	*Human Anatomy – core science (4 LEC & 0 LAB=4)
BIOL	206	*Human Physiology – core science (4 LEC & 0 Lab=4)
BIOL	208	*Microbiology – core science (4 LEC & 0 LAB=4)
BIOL	382	*Pathophysiology -- core science (3 LEC)
<u>CHEM</u>	<u>103</u>	<u>*Fundamentals of Chemistry – core science (4 LEC & 0 LAB=4)</u>
ENGL	150	*English Composition (3 LEC)
ENGL	207	*Expository Writing (3 LEC)
GOVT	101	Government & Politics in the United States (3 LEC)
HUMN	XXX	Humanities Elective (3 LEC)
MATH	150	*Intermediate Algebra (3 LEC)
MATH	227	Introduction to Statistics (3 LEC)
NRSI	205	*Critical Thinking (2 LEC)
PHIL	201	Introduction to Philosophy (3 LEC)
PSYC	101	*Introduction to Psychology (3 LEC)
PSYC	230	*Life-Span Development (3 LEC)
SOCI	101	Introduction to Sociology (3 LEC)
SOCI	304	Global Awareness & Cultural Diversity (3 LEC)

*Courses required prior to start of program

BSN Entry-Level Track Nursing Course Requirements

NRSI Required Courses (66 Credits)

NRSI 202 Foundational Skills of Nursing (2 LEC & 1 LAB=3)
NRSI 206 Health Assessment (2 LEC & 1 LAB=3)
NRSI 212 Mental Health (2 LEC & 1 LAB=3)
NRSI 215 Pharmacological Basis of Nursing Practice (3 LEC)
NRSI 280 Medical/Surgical Nursing I (2.5 LEC & 1.5 LAB=4)
NRSI 300 Nursing Informatics (2 LEC)
NRSI 303 Professional Nursing Concepts (3 LEC)
NRSI 304 Childbearing Families (2 LEC & 1 LABS=3)
NRSI 305 Childrearing Families (2 LEC & 1 LABS=3)
NRSI 309 Fundamentals of Gerontology (2 LEC)
NRSI 325 Medical/Surgical Nursing II (4 LEC & 3 LAB=7)
NRSI 335 Medical/Surgical Nursing III (4 LEC & 3 LAB=7)

NRSI 345 Medical/Surgical Nursing IV (4 LAB)
 NRSI 400 Theories and Research in Nursing (3 LEC)
 NRSI 402 Management and Leadership in Nursing (2 LEC & 1 LAB=3)
 NRSI 404 Community and Public Health Nursing (2 LEC & 1 LAB=3)
 NRSI 410 Nursing Capstone (2 HYB and 5 LAB=7)
 NRSI XXX Nursing Elective (3 LEC)

54 General Ed + 66 Nursing=120 Credit Hours Total

BSN Entry-Level Track Requirements

Suggested Fulltime* Course of Study for BSN Nursing Students

Semester 1	BSN-E	Credit Hours
BIOL 205	*Human Anatomy	4
ENGL 150	*English Composition	3
MATH 150	*Intermediate Algebra	3
PSYC 101	*Introduction to Psychology	3
SOCI 101	Introduction to Sociology	3
		16
<i>Semester 2</i>		
BIOL 206	*Human Physiology	4
CHEM 103	*Fundamentals of Chemistry	4
ENGL 207	*Expository Writing	3
PSYC 230	*Life Span Development	3
		14
<i>Summer</i>		
PHIL 201	Introduction to Philosophy	3
NRSI 205	Critical Thinking	2
		5
<i>Semester 3</i>		
BIOL 208	*Microbiology	4
GOVT 101	Government and Politics in the United States	3
MATH 227	**Introduction to Statistics	3
HUMANITIES	Humanities Elective	3
BIOL 382	*Pathophysiology	3
		16
<i>Semester 4</i>		

NRSI 202	Foundation Skills of Nursing	3
NRSI 280	Adult Medical Surgical Nursing 1 and Clinical Pharmacological Basis of Nursing Practice	4
NRSI 215	Health Assessment	3
NRSI 206		3
		13
Semester 5		
NRSI 212	Mental Health/Illness Nursing Concepts	3
NRSI 325	Adult Medical Surgical Nursing II	4
	Adult Medical Surgical Nursing II Clinical	3
NRSI XXX	Nursing Elective Informatics	3
N		2
R		
S		
L		
		15
Semester 6		
NRSI 335	Adult Medical Surgical Nursing III	4
	Adult Medical Surgical Nursing III Clinical	3
	Theories and Research in Nursing	3
NRSI 400		
NRSI 309	Fundamentals of Gerontology	2
SOCI 304	Global Awareness & Cultural Diversity	3
		15
Semester 7		
NRSI 404	Community and Public Health Nursing	3
NRSI 304	Childbearing Families Childrearing	3
NRSI 305	Families	3
NRSI 345	Adult Medical Surgical Nursing IV Simulation	4
		13
Semester 8		

NRSI 402	Management and Leadership in Nursing	3
NRSI 303	Professional Nursing Concepts Nursing	3
NRSI 410	Capstone	7
		13
Total		120

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

BSN Entry-Level Prerequisites and Corequisites

Course Number	Prerequisites	Corequisites
	<u>Prerequisite</u> — A course that must be completed successfully before enrollment in listed course is allowed. <u>Corequisite</u> — A course that must be completed successfully OR enrolled in concurrently with the listed course.	
	The following courses must be completed successfully prior to program entry: BIOL 205, BIOL 206, BIOL 208, BIOL 382, CHEM 103, ENGL 150, ENGL 207, MATH 150, NRSI 205, PSYC 101, PSYC 230	
NRSI 202 Foundations of Nursing	Program admission, BLS, NRSI 205	
NRSI 206 Health Assessment	Program admission, BLS, NRSI 205	NRSI 280, NRSI 215
NRSI 212 Mental Health	Program admission, BLS, NRSI 202, NRSI 205, NRSI 206, NRSI 215, NRSI 280	
NRSI 215 Pharmacology	Program admission, BLS, NRSI 205	NRSI 206, NRSI 280
NRSI 300 Informatics	Program admission, NRSI 205	
NRSI 280 Adult Med. Surg. Nsg I	Program admission, NRSI 202, NRSI 205	NRSI 206, NRSI 215
NRSI 303 Professional Nursing Concepts	Program admission, NRSI 205	
NRSI 304 Childbearing	Program admission, BLS, NRSI 202, NRSI 205, NRSI 206, NRSI 212, NRSI 215, NRSI 280, NRSI 325	
NRSI 305 Childrearing	Program admission, BLS, NRSI 202, NRSI 206, NRSI 212, NRSI 215, NRSI 280, NRSI 325	
NRSI 309 Fund. Of Gerontology	Program admission, NRSI 205	
NRSI 325 Adult Med. Surg. Nsg II	Program admission, BLS, NRSI 202, NRSI 205, NRSI 206, NRSI 215, NRSI 280	
NRSI 335 Adult. Med. Surg. Nsg III	Program admission, BLS, NRSI 202, NRSI 205, NRSI 206, NRSI 212, NRSI 215, NRSI 280, NRSI 325	

NRSI 345 Adult. Med. Surg. Nsg. IV	Program admission, NRSI 202, NRSI 205, NRSI 206, NRSI 212, NRSI 215, NRSI 280, NRSI 304, NRSI 305, NRSI 325, NRSI 335, NRSI 400	
NRSI 400 Nursing Theory	Program admission, MATH 227, NRSI 202, NRSI 280	
NRSI 402 Management	Program admission, BLS, NRSI 202, NRSI 205, NRSI 206, NRSI 212, NRSI 215, NRSI 280, NRSI 304, NRSI 305, NRSI 325, NRSI 335, NRSI 345, NRSI 404	
NRSI 404 Community	Program admission, BLS, NRSI 202, NRSI 205, NRSI 206, NRSI 212, NRSI 215, NRSI 280, NRSI 325, NRSI 335	
NRSI XXX Nursing Elective	Pre and co-requisites vary depending on the nursing elective selected. Refer to course schedule each semester for pre and co-requisites for specific nursing electives.	
NRSI 410 Capstone	MUST BE TAKEN PRIOR TO THE FINAL SEMESTER: BLS, BIOL 205, BIOL 206, BIOL 208, BIOL 382, CHEM 103, ENGL 150, ENGL 207, PSYC 101, PSYC 230, MATH 150, MATH 227, GOVT 101, HUMN Elective, PHIL 101, PSYC 101, PSYC 230, SOCI 101, SOCI 304, NRSI 202, NRSI 205, NRSI 206, NRSI 212, NRSI 215, NRSI 280, NRSI 303, NRSI 304, NRSI 305, NRSI 325, NRSI 335, NRSI 400, NRSI 402, NRSI 404	

BACHELOR OF SCIENCE IN NURSING

ENTRY LEVEL TRACK-HOUSTON (BSNE)

The entry-level track is a traditional baccalaureate program in nursing. The degree requires 121 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.

Program Admission

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

9. Submit a college application with all official transcripts.
10. Submit a nursing program application by the listed deadlines. (Fall entry must apply by March 1 and spring entry must apply by September 1). Applicants applying after the deadline may be considered for admission based on space availability.
11. Schedule with the testing center to take the TEAS entrance exam.
12. Applicants may be interviewed as requested by the Undergraduate nursing chair and faculty.

Undergraduate Nursing Department Admission Formula

The undergraduate nursing department faculty will rank applicants based on the below formula.

1. TEAS Exam (Maximum of 40 Points)

Total Exam Score	Points
80% and above	40 Points
60%-79%	30 Points
59% and below	0 Points

2. Cumulative GPA. (Cumulative GPA x 10=GPA points. Maximum of 40 points)

A minimum of 12 credit hours completed from the required general education courses with a minimum cumulative GPA 3.0 on a 4.0 scale. Also maintain a cumulative GPA of 3.0 or better in the remaining general education courses.

3. Cumulative Science GPA. (Cumulative GPA x 10=GPA points. Maximum of 40 points)

- Chemistry, Anatomy, and Physiology and Microbiology are core sciences that must be completed prior to the beginning of the program. The minimum core science GPA must be a 2.5 on a 4.0 scale.
- Anatomy, Physiology and Microbiology must be taken within five (5) years of starting

the nursing program.

Maximum Points= 120

Further Application Information

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 3.0 on required courses completed for the nursing program.

Course Sequence for BSN-Entry Houston Cohort

YEAR 1

Course ID	Course Name	Credit Hours
Fall		
BIOL 205	Human Anatomy w/lab	4
PSYC 101	Introduction to Psychology	3
ENGL 150	English Composition	3
SOCI 101	Introduction to Sociology	3
MATH 150	Intermediate Algebra	<u>3</u>
		16
Spring		
BIOL 206	Human Physiology w/lab	4
PSYC 230	Life Span Development	3
CHEM 103	Foundations of Chemistry 2/lab	4
ENGL 207	Expository Writing	<u>3</u>
		14
Summer		
PHIL 201	Introduction to Philosophy	3
NRSI 205	Critical Thinking	<u>2</u>
		5

YEAR 2

Course ID	Course Name	Credit Hours
Fall		
BIOL 382	Pathophysiology	3
GOVT 101	Government & Politics in the U.S.	3

HUMN XXX	Humanities Elective	3
MATH 227	Introduction to Statistics	3
BIOL 208	Microbiology w/lab	<u>4</u>
		16

Spring

NRSC 202	Foundation of Skills of Nursing w/lab	3
NRSC 280	Adult Medical Surgical I w/lab	4
NRSC 215	Pharmacological Basis of Nursing Practice	3
NRSC 206	Health Assessment w/lab	<u>3</u>
		13

Summer Drury University Courses

YEAR 3

Course ID	Course Name	Credit Hours
Fall		
NRSC 325	Adult Medical Surgical Nursing II w/lab	4 LEC & 3 LAB=7
NRSC XXX	Nursing Elective	3
NRSC 300	Informatics	2
NRSC 212	Mental Health/Illness Nursing Concepts w/lab	<u>3</u>
		15
Spring		
SOCI 304	Global Awareness	3
NRSC 335	Adult Medical Surgical Nursing III w/lab	4 LEC & 3 LAB=7
SOCI 327	Social Gerontology (equivalent to NRSI 309)	3
NRSC 400	Theories/Research in Nursing	<u>3</u>
		16
Summer	Drury University Courses	

YEAR 4

Course ID	Course Name	Credit Hours
Fall		
NRSC 304	Childbearing Families	3
NRSC 305	Childrearing Families	3
NRSC 345	Adult Medical Surgical IV simulation	4
NRSC 404	Community Public Health Nursing	<u>3</u>
		13
Spring		
NRSC 402	Management /Leadership	3
NRSC 410	Nursing Capstone Professional	7
NRSC 303	Nursing Concepts	<u>3</u>
		13

Total Dual Program Credit Hours = 121

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 (4 semesters including summer), The degree requires completion of 120 semester credit hours. This includes 26 credit hours granted for the prior degree, 31 credit hours of general education courses, and 63 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. 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 prior to the start of the program. If degree is uncompleted by the application deadline, you can receive a provisional acceptance until the degree is earned for that acceptance cycle.
2. Complete all required prerequisite general education courses with a "C" or better and a cumulative GPA of 3.0 on a 4.0 score. Courses may be in progress but MUST be completed prior to beginning the first nursing class.
3. The following core sciences must be complete: Anatomy, Physiology, Chemistry, Microbiology, and Pathophysiology. The minimum core science GPA must be a 2.5 on a 4.0 scale.
13. Submit a college application with all official transcripts.
14. Submit a nursing program application by the listed deadlines. (Fall entry must apply by March 1 and spring entry must apply by September 1). Applicants applying after the deadline may be considered for admission based on space availability.
15. Schedule with the testing center to take the TEAS entrance exam.
16. Applicants may be interviewed as requested by the Undergraduate nursing chair and faculty.

Undergraduate Nursing Department Admission Formula

The undergraduate nursing department faculty will rank applicants based on the below formula.

1. TEAS Exam (Maximum of 40 Points)

Total Exam Score	Points
80% and above	40 Points

60%-79%	30 Points
59% and below	0 Points

2. Cumulative GPA. (Cumulative GPA x 10=GPA points. Maximum of 40 points)

A minimum of 12 credit hours completed from the required general education courses with a minimum cumulative GPA 3.0 on a 4.0 scale. Also maintain a cumulative GPA of 3.0 or better in the remaining general education courses.

3. Cumulative Science GPA. (Cumulative GPA x 10=GPA points. Maximum of 40 points)

- Chemistry, Anatomy, and Physiology and Microbiology are core sciences that must be completed prior to the beginning of the program. The minimum core science GPA must be a 2.5 on a 4.0 scale.

Maximum Points= 120

Further Application Information

Once a candidate has been notified of an offer for admission into nursing courses of the BSN Accelerated 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 3.0 on required courses completed for the nursing program.

BSN Accelerated Track Prerequisites and Corequisites

Course Number	Prerequisites	Corequisites
	<u>Prerequisite</u> — A course that must be completed successfully before enrollment in listed course is allowed. <u>Corequisite</u> — A course that must be completed successfully OR enrolled in concurrently with the listed course.	
	The following courses must be completed successfully prior to program entry: BIOL 205, BIOL 206, BIOL 208, BIOL 382, CHEM 103, ENGL 150, ENGL 207, MATH 150, NRSI 205, PSYC 101, PSYC 230	
NRSA 202 Foundations of Nursing	Program admission, BLS, NRSA 205	
NRSA 206 Health Assessment	Program admission, BLS, NRSA 205	NRSA 280, NRSA 215
NRSA 212 Mental Health	Program admission, BLS, NRSA 202, NRSA 205, NRSA 206, NRSA 215, NRSA 280	

NRSA 215 Pharmacology	Program admission, BLS, NRSA 205	NRSA 206, NRSA 280
NRSA 300 Informatics	Program admission, NRSA 205	
NRSA 280 Adult Med. Surg. Nsg I	Program admission, NRSA 202, NRSA 205	NRSA 206, NRSA 215
NRSA 303 Professional Nursing Concepts	Program admission, NRSA 205	
NRSA 304 Childbearing	Program admission, BLS, NRSA 202, NRSA 205, NRSA 206, NRSA 212, NRSA 215, NRSA 280, NRSA 325	
NRSA 305 Childrearing	Program admission, BLS, NRSA 202, NRSA 206, NRSA 212, NRSA 215, NRSA 280, NRSA 325	
NRSA 309 Fund. Of Gerontology	Program admission, NRSA 205	
NRSA 325 Adult Med. Surg. Nsg II	Program admission, BLS, NRSA 202, NRSA 205, NRSA 206, NRSA 215, NRSA 280	
NRSA 335 Adult. Med. Surg. Nsg III	Program admission, BLS, NRSA 202, NRSA 205, NRSA 206, NRSA 212, NRSA 215, NRSA 280, NRSA 325	
NRSA 345 Adult. Med. Surg. Nsg. IV	Program admission, NRSA 202, NRSA 205, NRSA 206, NRSA 212, NRSA 215, NRSA 280, NRSA 304, NRSA 305, NRSA 325, NRSA 335, NRSA 400	
NRSA 400 Nursing Theory	Program admission, MATH 227, NRSA 202, NRSA 280	
NRSA 402 Management	Program admission, BLS, NRSA 202, NRSA 205, NRSA 206, NRSA 212, NRSA 215, NRSA 280, NRSA 304, NRSA 305, NRSA 325, NRSA 335, NRSA 345, NRSA 404	
NRSA 404 Community	Program admission, BLS, NRSA 202, NRSA 205, NRSA 206, NRSA 212, NRSA 215, NRSA 280, NRSA 325, NRSA 335	
NRSA XXX Nursing Elective	Pre and co-requisites vary depending on the nursing elective selected. Refer to course schedule each semester for pre and co-requisites for specific nursing electives.	

NRSA 410 Capstone	MUST BE TAKEN PRIOR TO THE FINAL SEMESTER: BLS, BIOL 205, BIOL 206, BIOL 208, BIOL 382, CHEM 103, ENGL 150, ENGL 207, PSYC 101, PSYC 230, MATH 150, MATH 227, GOVT 101, HUMN Elective, PHIL 101, PSYC 101, PSYC 230, SOCI 101, SOCI 304, NRSA 202, NRSA 205, NRSA 206, NRSA 212, NRSA 215, NRSA 280, NRSA 303, NRSA 304, NRSA 305, NRSA 325, NRSA 335, NRSA 400, NRSA 402, NRSA 404	
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BSN Accelerated Track Requirements—Suggested Fulltime Course of Study

Prior to Program Entry (31 credits)	
CHEM 103	4
PSYC 101	3
BIOL 205	4
BIOL 206	4
SOCI 101	3
BIOL 208	4
MATH 227	3
PSYC 230	3
BIOL 382	3
First Semester (Spring) (15 credits)	
NRSA 202 Foundations	3
NRSA 280 Med/Surg I	4
NRSA 215 Pharmacology	3
NRSA 206 Health Assessment NRSA 309 Fund of Gerontology	3
	2
Second Semester (Summer) (15 credits)	
NRSA 212 Mental Health	3
NRSA 325 Med/Surg II	4
NRSA 325 Med/Surg II Clinical	3
NRSA 303 Professional Nursing Concepts	3
NRSA 300 Informatics	2
Third Semester (Fall) (16 credits)	
NRSA 304 Childbearing	3
NRSA 305 Childrearing	3
NRSA 335 Med/Surg III	4
NRSA 335 Med/Surg III Clinical	3
NRSA 404 Community and Public Health	3
Fourth Semester (Spring) (17 credits)	

NRSA 400 Theories and Research	3
NRSA 345 Med/Surg IV	4
NRSA 402 Management and Leadership	3
NRSA 410 Capstone	7
Total Credit Awarded for Prior Degree	26 Credit Hours
Total	120 Credit Hours

RN TO BACHELOR OF SCIENCE IN NURSING TRACK (RN-BSN)

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. (Students starting fall 2018 will be required to complete 120 credit hours.) Of these, 70 credit hours are awarded for the prior diploma or associate degree in nursing and 58 credit hours (50 for students starting fall 2018) 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 and for students starting fall 2018, only Introduction to Statistics is required additionally. 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 9 credit hours of dual credit.

Application for admission to the MSN program can 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.
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 year 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. 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: 21 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 (6 Credit Hours)

MATH	150	Intermediate Algebra* (Prerequisite for MATH 227) (3 credit hours)
MATH	227	Introduction to Statistics (Prerequisite for NRNC 400) (3 credit hours)

Humanities (6 Credit Hours)

ENGL	207	Expository Writing* (3 credit hours)
HUMN	XXX	Humanities Elective* (3 credit hours)

Social Sciences (9 Credit Hours)

GOVT	101	Government and Politics in the United States* (3 credit hours)
PSYC	230	Life Span Development* (3 credit hours)
SOCI	304	Global Awareness and Cultural Diversity* (3 credit hours)

Nursing: 29 Credit Hours Total

/ BSN: 120 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 (9 credit hours)

RN to BSN Course Requirements

General Education Requirements: 21 Credits*

Course	Number	Course Name	Credit Hours
MATH	150	Intermediate Algebra	3

MATH	227	Introduction to Statistics	3
ENGL	207	Expository Writing	3
HUMN	XXX	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: 29 Credits

Course Number	Course Name	Credit Hours
NRNC 300	Nursing Informatics	2
NRNC 312	Health Assessment	2
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 (may be NRNC electives or MSN core courses with approval)	9
Total credit awarded from previous nursing education		70
Total required general education credit		21
Total required nursing credit		<u>29</u>
RN to BSN Track Total Credit Hours		120

**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 been taken). The only general education course requirement is 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 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

First Year—Semester 1	Credit Hours
MATH 150 Intermediate Algebra	3
ENGL 207 Expository Writing	3

SOCI 304	Global Awareness and Cultural Diversity	<u>3</u>
Semester Total		<u>9</u>

First Year—Semester 2		Credit Hours
MATH 227	Introduction to Statistics	3
PSYC 230	Life Span Development	3
HUMN XXX	Humanities Elective	3
GOVT 101	Government & Politics in the United States	<u>3</u>
Semester Total		12

Suggested Plan of Study after General Education Courses

Year 1 – FALL Start

Fall Semester		Spring Semester	
NRNC 300 Informatics	2	NRNC 404 Community Health	3
NRNC 312 Health Assessment	2	NRNC 402 Management and Leadership	3
NRNC 406 Trends, Issues and Ethics	3	NRNC XXX Nursing Elective	3
NRNC XXX Nursing Elective	3		
Total	10	Total	9

Year 2

Fall Semester			
NRNC XXX Nursing Elective	3		
NRNC 400 Theories and Research	3		
NRNC 412 Professional Role Transition	3		
Total	9		

**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.*

Nursing: 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. Courses in the LPN-ASN program are designated with the prefix NLPN.

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. LPN students will have the option to take the Nursing Acceleration Challenge Exam (ACE:

Nursing Care During Childbearing and Nursing Care of the Child) and the RN 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 NLPN 206: Clinical Applications III while those scoring less than 70% will begin at NURS 106: Clinical Applications II and/or NLPN 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, Pathophysiology, and Chemistry). A minimum cumulative GPA of 3.0 in all classes.
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 NLPN 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 the following science courses (Anatomy, Physiology, Chemistry or Pathophysiology), 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 a mandatory Advanced Placement orientation newly accepted students into the LPN Bridge Program. 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 cumulative GPA 3.0 on a 4.0 scale.
5. Transcript verification and successful completion of LPN program.
6. Students have the option of taking the Nursing Acceleration Challenge Exam (ACE: Nursing Care During Childbearing, Nursing Care of the Child, 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 NRSI 202, NRSI 280 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 a mandatory Advanced Placement orientation newly accepted students into the LPN Bridge Program. 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 3.0 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 3.0 on a 4.0 scale. Courses may be in progress but MUST be completed prior to beginning the first nursing class.
- The core sciences (Anatomy, Physiology, Chemistry, Microbiology, and Pathophysiology). 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, Nursing Care of the Child, 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 NRSA 202, NRSA 280 on admission to the program.

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

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 a healthcare leadership emphasis or a specialty credentialing pathway in Computed Tomography (CTI), Diagnostic Medical Sonography (DMS), DMS-Echo Extension (ECH), Interventional Radiography (IRI), and Magnetic Resonance Imaging (MRI).

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.

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.

Graduates of the RSI programs will be eligible to sit for the American Registry of Radiologic Technologists (ARRT) Radiography, Computed Tomography, Magnetic Resonance Imaging, Interventional Radiography, and the American Registry for Diagnostic Medical Sonography (ARDMS).

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. With the exception of the Diagnostic Medical Sonography program, all post primary students will be eligible to sit for their certification once they meet ARRT eligibility requirements.

Currently, the Diagnostic Medical Sonography students may apply to take the ARDMS SPI examination at the completion of DMS 304 and DMS 314. Students are eligible to take the ARDMS examinations of Abdomen, OB/GYN and Vascular Technology under prerequisite 2 sixty (60) days prior to program completion recognized as the degree conferral date.

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.

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.**

*With the exception of RAD 299, which can be repeated once the following semester.

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 18 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. 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. Advanced Placement scores may be considered on a case-by-case basis.
8. Submit two letters of reference.
9. Submit a personal resume (optional).
10. 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.
11. Once application has been received and all documents received, eligible candidates will be notified to schedule and complete an interview.
12. 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 professional 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 Healthcare (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. Ozarks Healthcare is an optional clinical rotation for Springfield-based students based on availability and student request. Students based at Ozarks Healthcare are required to complete minimal rotations at the CoxHealth campuses while maintaining the majority of their clinical rotations at Ozarks Healthcare.
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 each rotation can vary from one to three 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, with the exception of RAD 229 which can be repeated once the following semester

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*, with the exception of RAD 299, which can be repeated once the following semester.
- Successfully complete all program required competency and proficiency evaluations.
- Successful completion of all ASR programmatic progression requirements (See RSI Student Handbook).
- 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.

When a student is placed on disciplinary probation, the student will be informed verbally and by letter of their 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 program director. During the probationary period, the appropriate individuals may meet with the student regularly to evaluate progress towards meeting the conditions of probation and these meetings will be documented. The student has the right to have an advisor or liaison of their choice present at these meetings.

At the end of the designated probationary period, appropriate individuals will review the student's progress and decisions 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.

Please see the RSI Student Handbook for programmatic specific policies and progressions requirements pertaining to academic/clinical probation and academic/clinical dismissal from the ASR program.

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

Semester Total**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)		
RAD 294	Clinical Practice IV	1

Second Year – Semester 5 (Spring)

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		51

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.	

ASR Completion Pathway

The ASR Completion Pathway provides graduates of CoxHealth's School of Radiologic Technology certificate program with a pathway to complete an Associate of Science in Radiography degree at Cox College. Since CoxHealth's School of Radiologic Technology was grandfathered into Cox College, these graduates have already fulfilled the residency requirements.

Seventy credit hours will be transferred toward the ASR Completion degree program. The seventy credit hour block includes 45 credit hours from the CoxHealth School of Radiologic Technology certificate program and 25 credit hours for prerequisite general education courses.

Then the student would choose 2 of the following Cox College general education courses to fulfill the 6 remaining credit hours for the ASR Completion degree.

MATH 227 Introduction to Statistics (3)

ENGL 207 Expository Writing (3)

SOCI 304 Global Awareness & Cultural Diversity (3)

PSYC 230 Life-Span Development (3)

In summary, the ASR Completion degree requirements are:

- 70 credit hours (45 credit hours from the CoxHealth School of Radiologic technology certificate, 25 credit hours for prerequisite general education courses)
 - 6 credit hours of Cox College general education courses
- Total of 76 credit hours to fulfill ASR Completion Degree**

BACHELOR OF SCIENCE IN DIAGNOSTIC IMAGING (BSDI)

The Cox College Bachelor of Science in Diagnostic Imaging (BSDI) is designed for students with a 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 a Healthcare Leadership emphasis and four specialty credentialing pathways – Computed Tomography (CTI), Diagnostic Medical Sonography (DMS), and Magnetic Resonance Imaging (MRI). A 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, or MRI. The complete degree requires 120 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, MRI, or Healthcare Leadership. Students in this track must complete a minimum of 56 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 30 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), and Magnetic Resonance Imaging (MRI).

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, MRI, or Healthcare Leadership. BSDI-Completion students do **not** choose an area of specialization.

- MRI, DMS, and DMS-Echo specialty imaging pathways begin in the fall. Applications are due April 1.
- CT specialty imaging pathway begins in both fall and spring semesters with applications due April 1 and November 15 respectively.
- Students entering the BSDI Completion or Healthcare Leadership track may enter the program in any semester. Applications due April 1 or November 15.
- Application process for CTI, MRI, DMS, and DMS- Echocardiography specialty program tracks require two personal references, all college transcripts, a copy of the student's primary imaging licensure card if applicable, and the job shadowing form documenting 16 hours of job shadowing (DMS and MRI primary pathway only). Job shadowing must be completed by March 1 to ensure this requirement is completed by the April 1 application deadline.
- Credentialed in primary imaging modality (such as Radiography, Sonography [RDMS, RDCS, RVT, ARRT(S)], RCS, RVS, 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 beginning the program.
- Minimum 3.0 GPA in imaging program or academic degree.
- Candidates that have received declined status into the BSDI program twice for any credentialing pathway are not eligible to reapply. Declined status does not include those given alternate status.

Certifications

Upon completing the program requirements and clinical examination competency 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(s) 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.
- Performs appropriate procedures and records anatomic, pathologic, and/or physiologic data for interpretation by a physician.
- Demonstrates technical competency by consistently producing diagnostic quality images using appropriate procedures.

- Facilitates communication and education to elicit patient cooperation and understanding of expectations and responds to questions regarding the diagnostic examination.
- 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 sonographers in the cognitive (knowledge) psychomotor (skills), and affective (behavior) learning domains for the concentrations of:

- Abdominal sonography – Extended
- Adult cardiac sonography
- Obstetrics and gynecology sonography
- Vascular sonography

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 CoxHealth affiliates must complete a clinical affiliate request form confirming the department's willingness to serve as a clinical site.

The Diagnostic Medical Sonography programs have pre-arranged clinical sites, Students may request a specific clinical site, but program faculty reserve the right to make clinical assignments based on clinical site capacity limitations and/or unforeseen circumstances. Students may be assigned a clinical site up to 1.5 hours from their home. At times, a student may be required to drive to any Springfield or CoxHealth clinical site for specific concentration exam experiences not offered at the individual's assigned clinical site.

The BSDI credentialing pathway programs use an online portfolio system called Trajecsys. 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 \$75.00 to \$150.00 depending on the length of the program. The fee is tied to the first clinical practicum or lab.

Guaranteed Acceptance Program

The BSDI program allows guaranteed acceptance to any Cox College ASR student in good standing to include clinical assignment of their choice depending on availability. The following conditions must be met for guaranteed acceptance:

- Meet the application spring deadline for the BSDI credentialing pathway of choice
- Maintain a minimum of course GPA of 3.0 (B) or better in all ASR courses within ASR course of study including successful completion of radiography capstone(s)
- Have met all ASR program policies and progressions
- Must not have counseling with subsequent probation related to behavioral transgressions
- Letter of recommendation from ASR program director or clinical coordinator in addition to the application requirement of two letters of recommendation

Cox College/Drury Dual Degree Program

The Cox College BSDI program has partnered with Drury University to offer a dual degree (BA in Health Sciences/BS in Diagnostic Imaging) in the primary pathways of Magnetic Resonance Imaging and Diagnostic Medical Sonography. Any Drury University student meeting Cox College admission requirements is eligible to apply. The Health Science department chair at Drury University and the RSI department chair at Cox College must be notified of intent. After matriculation at Drury University, courses must be completed at the Drury Main Campus day school or the Cox College campus in Springfield. To be eligible for this dual degree program, the student must:

- Begin college coursework at Drury University
- Successfully complete all requirements for the BSDI-DMS or BSDI-MRI programs at Cox College
- Complete all other graduation requirements for Drury University (Drury Fusion) and Cox College.

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 1.7 on completion of required courses for the BSDI degree program.
- Successful completion of all BSDI programmatic progression requirements if applicable (See RSI student handbook)

Progression Requirements for BSDI Credentialing Pathways

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

- Standard completion ("B" or better) of all specified courses in the curriculum plan.
- Minimum cumulative 3.0 GPA on completion of required courses for the BSDI degree program.
- Successful completion of all BSDI programmatic progression requirements if applicable (See RSI student handbook)

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.

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 appropriate individuals and the department chair. During the probationary period, the appropriate individuals may meet with the student regularly to

evaluate progress towards meeting the conditions of probation and these meetings will be documented. The student has the right to have an advisor or liaison of their choice present at 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 on 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.

Please see the RSI Student Handbook for programmatic specific policies and progression requirements pertaining to academic/clinical probation and academic/clinical dismissal from the BSDI program.

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 307	*	*
DMS 308	*	DMS 312
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 327	DMS 307	*
DMS 330	DMS 316	DMS 332
DMS 332	DMS 316	DMS 330
DMS 334	DMS 324	*
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	*
MRI 329	*	*
MRI 331	MRI 329	*
SDI 108	*	*
SDI 238	*	*
SDI 300	*	*
SDI 301	*	*

SDI 302	*	*
SDI 304	*	*
SDI 311	*	*
SDI 314	*	*
SDI 315	*	*
SDI 319	*	*
SDI 320	*	*

SDI 322	*	*
SDI 334	*	*
SDI 340	*	*
SDI 344	*	*
SDI 350	*	*
SDI 359	*	*
SDI 360	SDI 340	*
SDI 364	*	*
SDI 371	*	*
SDI 380	SDI 364	*
SDI 392	*	*
SDI 400	SDI 340, 360	*
SDI 401	SDI 340, 360	*
SDI 410	SDI 340, 360, 401 or instructor permission for CT Accelerated	*
SDI 411	SDI 410 or instructor permission for CT Accelerated	
SDI 430	*	*
SDI 471	BIOL 205, BIOL 206 or instructor permission. BIOL 382 or SDI 304 recommended.	*
SDI 472	SDI 471 or instructor permission	*
SDI 473	SDI 471 or instructor permission	*
SDI 474	SDI 471 or instructor permission	*

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 program 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, MRI, or Healthcare Leadership. The complete degree requires 120 credit hours. The expected length for completion of the degree is four to five (4-5) years with full time enrollment.

Cox College ASR/BSDI Dual Degree Track – CT Pathway

Students wanting to enroll in the BSDI Dual Degree program without the CT pathway can substitute electives in the place of CT courses.

Pre-requisites		Credit Hours
BIOL 118	Medical Terminology*	3
BIOL 205	Human Anatomy w/lab*	4
BIOL 206	Human Physiology w/lab*	4
CHEM 103	Introduction to Chemistry (or Intro to Physics) w/lab*	4
ENGL 150	English Composition*	3
INFM 160	Computer Resources*	1
MATH 160	College Algebra*	3
PSYC 101	Introduction to Psychology*	<u>3</u>
Pre-requisite Total		25

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	2
ENGL 207	Expository Writing	<u>3</u>
Semester Total		15

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	2
SOCI 304	Global Awareness & Cultural Diversity	<u>3</u>
Semester Total		15

First Year – Session 3 (Summer)		Credit Hours
RAD 192	Clinical Practice II	3
PSYC 230	Life-Span Development	3
MATH 227	Introduction to Statistics	<u>3</u>
Semester Total		9

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	2
BSDI Elective		<u>3</u>
Semester Total		15

Second Year - Interession (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	2
CTI 300	CT Physics and Instrumentation	3
SDI 302	Specialty Imaging Sectional Anatomy	<u>2</u>
Semester Total		17

Second Year – Summer 6		Credit Hours
CTI 302	CT Imaging Procedures	2
SDI 302	Specialty Imaging Pathology	2
SDI 410	Clinical Practice IV	3
BSDI Elective		<u>3</u>

Semester Total	10
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General Education	25
Total Program Credit Hours	51
BSDI-CT Courses	12
BSDI General Education	12
BSDI Electives	6
Successful Completion of ARRT (CT) registry	<u>14</u>

Total Degree Credit Hours	120
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**Class may be taken at any regionally accredited college or university.*

General Education: 37 Credit Hours

Natural and Applied Sciences (22 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*

Core Electives: 56 Credit Hours Available*		Credit Hours
SDI 108	Spanish for Healthcare Professionals	3
SDI 238	Common Reader	3
SDI 301	Emotional Intelligence in Leadership	3
SDI 311	Building Team Culture	3
SDI 315	Introduction to Healthcare Management	3
SDI 319	Managing Difficult Conversations	3
SDI 322	Introduction to Conflict Management	3
SDI 334	Foundational Leadership	3
SDI 344	Healthcare Finance	3

SDI 350	End of Life	3
SDI 359	The Healthy Provider	3
SDI 371	Spirituality	3
SDI 392	Regulatory Trends in Radiologic Sciences and Imaging	3
SDI 430	Epidemiology	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
SDI 695	Enhancing Professional Practice Through Self-Compassion and Psychological Flexibility	2

**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 120 total credit hours.*

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

Specialty Specific (12-79 Credit Hours)

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

Computed Tomography (CTI): 12-19 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 340	Clinical Practice I	3
SDI 360	Clinical Practice II	1
SDI 364	Specialty Imaging Capstone I	3
SDI 400	Clinical Practice III	3

**Required didactic courses*

***Required clinical hours of 440 total hours*

Cox College ASR students dual enrolled in the BSDI–CT Pathway will have 168 hours of CT clinical experiences through their ASR program (RAD 295) applied to the total required CT clinical hours.

Healthcare Leadership: 24 Credit Hours		Credit Hours
SDI 301	Emotional Intelligence in Leadership	3
SDI 311	Building Team Culture	3
SDI 315	Introduction to Healthcare Management	3
SDI 319	Managing Difficult Conversations	3
SDI 322	Introduction to Conflict Management	3

SDI 334 Foundational Leadership	3
SDI 344 Healthcare Finance	3
SDI 392 Regulatory Trends in Radiologic Sciences and Imaging	3

Magnetic Resonance Imaging (MRI): 24-27 Credit Hours		Credit Hours
MRI 329	MRI Imaging Production and Procedures I	3
MRI 331	MRI Imaging Production and Procedures II	2
SDI 300	Specialty Imaging Ethics*	3
SDI 302	Specialty Imaging Sectional Anatomy	2
SDI 304	Specialty Imaging Pathology	2
SDI 314	Specialty Imaging Patient Care and Safety	3
SDI 320	Advanced Digital Imaging & Informatics	2
SDI 340	Clinical Practice I	3
SDI 360	Clinical Practice II	1
SDI 364	Specialty Imaging Capstone I	3
SDI 401	Clinical Practice III	3

**Required course for primary pathway only*

Diagnostic Medical Sonography (DMS): 79 Credit Hours		Credit Hours
SDI 300	Specialty Imaging Ethics	3
SDI 314	Specialty Imaging Patient Care and Safety	3
DMS 304	Physics and Instrumentation I	3
DMS 306	Sonographic Anatomy of Abdomen/ Small Parts I	3
DMS 307	DMS Capstone 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 327	DMS Capstone II	4
DMS 330	Vascular Technology I	3
DMS 332	DMS Specific Vascular Lab	2
DMS 334	Obstetrics II	3
DMS 340	Vascular Technology II	4
DMS 342	Advanced DMS Specific Comprehensive Lab	1
DMS 344	DMS Neurosonography	1
DMS 352	DMS Clinical Practice I	2
DMS 354	DMS Clinical Practice II	3

DMS 356	DMS Clinical Practice III	2
DMS 358	DMS Clinical Practice IV	2
DMS 360	DMS Clinical Practice V	3
DMS 362	DMS Clinical Practice VI	2
DMS 364	DMS Clinical Practice 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, MRI, or Healthcare Leadership. Students in this track must complete a minimum of 56 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. Up to sixty-four (64) credit hours are transferred into the degree from the student's primary imaging ARRT certification or academic degree.

**Cox College Associate of Science in Radiography (ASR) graduates are awarded 76 credit hours of transfer credit towards the BSDI degree. These students must complete a minimum of 44 credit hours to satisfy the degree requirements.*

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

Core Electives: 56 Credit Hours Available*		Credit Hours
SDI 108	Spanish for Healthcare Professionals	3
SDI 238	Common Reader	3
SDI 301	Emotional Intelligence in Leadership	3
SDI 311	Building Team Culture	3
SDI 315	Introduction to Healthcare Management	3
SDI 319	Managing Difficult Conversations	3
SDI 322	Introduction to Conflict Management	3
SDI 334	Foundational Leadership	3
SDI 344	Healthcare Finance	3
SDI 350	End of Life	3
SDI 359	The Healthy Provider	3
SDI 371	Spirituality	3
SDI 392	Regulatory Trends in Radiologic Sciences and Imaging	3
SDI 430	Epidemiology	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
SDI 695	Enhancing Professional Practice Through Self-Compassion and Psychological Flexibility	2

**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 120 total credit hours.*

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

Specialty Specific (12-79 Credit Hours)

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

Computed Tomography (CTI): 12-19 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 340	Clinical Practice I	3
SDI 360	Clinical Practice II	1
SDI 364	Specialty Imaging Capstone I	3
SDI 400	Clinical Practice III	3

**Required didactic courses*

***Required clinical hours of 440 total hours*

Cox College ASR students dual enrolled in the BSDI–CT Pathway will have 168 hours of CT clinical experiences through their ASR program (RAD 295) applied to the total required clinical hours.

Healthcare Leadership: 24 Credit Hours		Credit Hours
SDI 301	Emotional Intelligence in Leadership	3
SDI 311	Building Team Culture	3
SDI 315	Introduction to Healthcare Management	3
SDI 319	Managing Difficult Conversations	3
SDI 322	Introduction to Conflict Management	3
SDI 334	Foundational Leadership	3
SDI 344	Healthcare Finance	3
SDI 392	Regulatory Trends in Radiologic Sciences and Imaging	3

Magnetic Resonance Imaging (MRI): 24-27 Credit Hours		Credit Hours
MRI 329	MRI Imaging Production and Procedures I	3
MRI 331	MRI Imaging Production and Procedures II	2
SDI 300	Specialty Imaging Ethics*	3
SDI 302	Specialty Imaging Sectional Anatomy	2
SDI 304	Specialty Imaging Pathology	2
SDI 314	Specialty Imaging Patient Care and Safety	3
SDI 320	Advanced Digital Imaging & Informatics	2
SDI 340	Clinical Practice I	3
SDI 360	Clinical Practice II	1
SDI 364	Specialty Imaging Capstone I	3
SDI 401	Clinical Practice III	3

**Required course for primary pathway only*

Diagnostic Medical Sonography (DMS): 79 Credit Hours		Credit Hours
SDI 300	Specialty Imaging Ethics	3
SDI 314	Specialty Imaging Patient Care and Safety	3
DMS 304	Physics and Instrumentation I	3
DMS 306	Sonographic Anatomy of Abdomen/ Small Parts I	3
DMS 307	DMS Capstone 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 327	DMS Capstone II	4
DMS 330	Vascular Technology I	3
DMS 332	DMS Specific Vascular Lab	2
DMS 334	Obstetrics II	3
DMS 340	Vascular Technology II	4
DMS 342	Advanced DMS Specific Comprehensive Lab	1
DMS 344	DMS Neurosonography	1
DMS 352	DMS Clinical Practice I	2
DMS 354	DMS Clinical Practice II	3
DMS 356	DMS Clinical Practice III	2
DMS 358	DMS Clinical Practice IV	2
DMS 360	DMS Clinical Practice V	3
DMS 362	DMS Clinical Practice VI	2
DMS 364	DMS Clinical Practice 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 30 credit hours. Students in the track are awarded 64 credit hours for their primary imaging credential through ARRT, ARDMS, or CCI and 26 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.*

***Cox College Associate of Science in Radiography (ASR) graduates are awarded 76 credit hours of transfer credit towards the BSDI degree. These students must complete a minimum of 18 credit hours to satisfy the degree requirements.*

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

Core Electives: 56 Credit Hours Available*		Credit Hours
SDI 108	Spanish for Healthcare Professionals	3
SDI 238	Common Reader	3
SDI 301	Emotional Intelligence in Leadership	3
SDI 311	Building Team Culture	3
SDI 315	Introduction to Healthcare Management	3
SDI 319	Managing Difficult Conversations	3
SDI 322	Introduction to Conflict Management	3
SDI 334	Foundational Leadership	3
SDI 344	Healthcare Finance	3
SDI 350	End of Life	3
SDI 359	The Healthy Provider	3
SDI 371	Spirituality	3
SDI 392	Regulatory Trends in Radiologic Sciences and Imaging	3
SDI 430	Epidemiology	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
SDI 695	Enhancing Professional Practice Through Self-Compassion and Psychological Flexibility	2

**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 120 total credit hours.*

**CTI, MRI, DMS 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), and Magnetic Resonance Imaging (MRI). 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 certificate. Students must have graduated from an accredited Diagnostic Medical Sonography program 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 or 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 physics 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

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 Clinical Practice 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 Clinical Practice 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 Clinical Practice III	<u>2</u>
Session Total		8

Last Summer Session 1		Credit Hours
DMS 358	DMS Clinical Practice 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 307	DMS Capstone I	3
DMS 360	DMS Clinical Practice V	<u>3</u>
Semester Total		14

Spring Intersession 2		Credit Hours
DMS 362	DMS Clinical Practice VI	<u>2</u>
Session Total		2

Spring Semester 2		Credit Hours
DMS 327	DMS Capstone II	4
DMS 340	Vascular Technology II	4
DMS 342	Advanced DMS Specific Comprehensive Lab	1
DMS 344	DMS Neurosonography	1
DMS 364	DMS Clinical Practice VII	<u>3</u>
Semester Total		13

Transfer Credit Hours (Academic Degree or RT(R) Certification)	60-64
Required DMS Specialty Credit Hours	79
<u>Required General Education Credit Hours</u>	<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 16-26 week program. Total required clinical hours (**440 hours**) must be completed. The asterisk (*) denotes required courses.

Cox College ASR students dual enrolled in the BSDI-CT Pathway will have 168 hours of CT clinical experiences through their ASR program (RAD 295) applied to the total required CT clinical hours.

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 340	Clinical Practice I*	<u>3</u>
Semester Total		12

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

Spring Semester		Credit Hours
SDI 364	Specialty Imaging Capstone I	3
SDI 400	Clinical Practice III	<u>3</u>
Semester Total		6

Total program credit hours **12-19**

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 a 32-week program. Total required clinical hours **(943.5 hours)** must be completed. The asterisk (*) denotes an additional required course for the primary pathway only.

Fall Semester			Credit Hours
MRI	329	MRI Imaging Production and Procedures I	3
SDI	302	Specialty Imaging Sectional Anatomy	2
SDI	304	Specialty Imaging Pathology	2
SDI	314	Patient Care and Safety	3
SDI	340	Clinical Practice I	<u>3</u>
Semester Total			13

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

Spring Semester			Credit Hours
MRI	331	MRI Imaging Production and Procedures II	2
SDI	300	Specialty Imaging Ethics*	3

SDI	320	Advanced Digital Imaging & Informatics	2
SDI	364	Specialty Imaging Capstone I	3
SDI	401	Clinical Practice III	<u>3</u>
Semester Total			13

Total program credit hours 24-27

Diagnostic Medical Sonography-Echo Extension Certificate Course of Study

Students entering the Diagnostic Medical Sonography-Echo extension certificate program must be a registered sonographer and have graduated from an accredited Diagnostic Medical Sonography program. 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	Specialty Imaging Patient Care and Safety	3
SDI 340	Clinical Practice I	<u>3</u>
Semester Total		15

Spring Intersession		Credit Hours
SDI 360	Clinical Practice 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	Clinical Practice III	<u>3</u>
Semester Total		9

Total Program Credit Hours 25

DIVISION OF INTERPROFESSIONAL RESEARCH AND GRADUATE STUDIES OVERVIEW

The Division of Interprofessional Research & Graduate Studies (IPRGS) offers four degree options: Master of Science in Nursing (MSN), Master of Science in Nutrition Diagnostics/Dietetic Internship (MND/DI), 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)

Master of Science in Nursing Degree Program Overview

The Master of Science in Nursing (MSN) program offers two tracks: Family Nurse Practitioner [FNP] program and Psychiatric Mental Health Nurse Practitioner [PMHNP]. Either track can be completed in 24 months of full-time study. Course work is online with one-site clinical practicum experiences.

The MSN degree offers 36-42 credits. Upon completion of the degree, the graduate is eligible to take the national certification exam as a Family Nurse Practitioner or Psychiatric Mental Health Nurse Practitioner.

The MSN program at Cox College also offers post-master certificates as a Family Nurse Practitioner or Psychiatric Mental Health Nurse Practitioner. These programs are designed for the MSN who would like to further specialize in either of these tracks. These programs offer up to 22 credit hours for completion.

Mission

To provide excellence in educational programs that prepare 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 the 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). 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.

Scope of Practice

Students in the MSN program practice under their state Nurse Practice Act. They also practice by the ANA Code of Ethics.

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 and spring semesters. This track includes didactic coursework and clinical practicums.

Psychiatric Mental Health Nurse Practitioner track prepares baccalaureate registered nurses seeking to become Advance Practice Nurses who provide holistic care to clients across the life span, which bridges the common gap between physical and mental health care. Admission for this track is in the fall and spring semesters. This track includes online didactic coursework and clinical practicums.

Program and Graduate Outcomes

Assessment is an on-going process aimed at understanding and improving student learning. It involves making our expectations explicit and public; setting appropriate criteria and high standards for learning quality; systematically gathering, analyzing, and interpreting evidence to determine how well performance matches those expectations and standards; and using the resulting information to document, explain, and improve performance. When it is embedded effectively within larger institutional systems, assessment can help us focus our collective attention, examine our assumptions, and create a shared academic culture dedicated to assuring and improving the quality of higher education.

At the completion of the program, the graduate will be able to demonstrate the following:

1. The student will be able to demonstrate ethical decision making within their specific healthcare practice area.
2. The student will be able to communicate effectively within healthcare settings.
3. The student will be able to integrate therapeutic interventions based on evidence-based practice.
4. The student will be able to assimilate into role specific practice expertise.
5. The student will be able to advocate and provide care for patients across the lifespan.
6. The student will be able to evaluate and apply methods of discovery in clinical practice

Admissions to MSN Program

Admissions Department

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

US Citizenship

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

Disqualification of Application

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.

Admission and Selection Criteria

Candidates are considered for admission into the MSN program based on the completion of the 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/Concurrent to/with the MSN Program

- Paid acceptance fee
- Current and maintained unrestricted RN license in the state where the student will rotate clinically (i.e. the state the student resided when accepted to the program). Students will not be allowed to register for any course with a clinical component until evidence of this is on file.
- Verification of immunizations and additional requirements must be provided by all MSN students **prior** to the start of the first graduate course
- Up-to-date vaccinations while in the program, including annual flu vaccine uploaded to the MyClinicalExchange program as required
- Completion of education and assignments within MSN Central (orientation) and ongoing completion of assignments as required
- Log every clinical patient encounter into the Typhon program.

Requirements Prior to the First Program Specific Course

1. The following immunization and screening requirements must be completed before students are allowed to begin program-specific courses.

TB	Required Tspot or quantiferon gold, must be recent within one year
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Hepatitis B	Positive Hep B Titer/Series of 3 vaccinations or a signed declination
MMR	Positive Measles Titer or two MMR vaccines Positive Mumps Titer or two MMR vaccines Positive Rubella Titer or MMR vaccines
Varicella	Positive Varicella Titer or two varicella vaccinations
Tdap	Required Vaccination within the past 10 years
Influenza	Required Vaccination Annually
UDS	Required 10 panel- negative AFTER initial date of program enrollment
Background check	Required
Covid Vaccine*	Required 1st and 2nd dose of Moderna/Pfizer, or single dose of J&J
BLS	BLS must be American Heart Association or the 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.
*MSN students are required to follow the Covid vaccination requirements at the clinical sites where they are rotating. Cox College is under no obligation to find alternative clinical placements based upon vaccination preference. Cox College Covid vaccination FAQs can be found here: https://coxcollege.edu/covid-19-faqs/	

- Students will be required to meet any other vaccination/immunization requirement of their clinical placements, which vary by location.
- MSN students must have a completed BSN transcript on file.
- Post-masters students must have a completed MSN transcript and GAP analysis on file.

Recommendations of the MSN Program

The following actions are strongly recommended for student success:

- Students should reduce work commitments to part time or PRN while in school, especially if enrolled full time.
- Wherever possible, students should devote extra study time to each course. The **required** amount of study is calculated as 3 hours per week for each credit hour taken. For example, if you take a 3-credit hour course, you must devote at least 9 hours of study time per week for that course. For

best success in the program, we encourage extra time where it can be arranged.

3. Students should seek associate (student) membership in AANP.
4. Students should attend professional NP activities (APNO, etc.).

To apply to the MSN program, a candidate must:

1. Complete a Cox College Graduate application.
2. Submit a nonrefundable application fee of \$50.00. If you are a Cox College or Burge graduate, you are not required to pay the application fee.
3. Complete your FAFSA application at www.fafsa.ed.gov. Our school code is 013877. Contact the financial aid department if you need assistance.
4. Submit official transcripts from all accredited post-secondary institutions attended.
 - a. If transferring credits from an international college or university, the transcript must be evaluated by World Education Services. The evaluation must provide the following:
 - i. Certifying the degree is the equivalent of a U.S. bachelor's degree.
 - ii. English translation (if applicable)
 - iii. GPA
 - iv. Detailed report of courses completed
 - v. Course by course evaluation
5. Have a cumulative GPA of 3.0 or greater on professional component courses (BSN-level work). Students with a GPA <3.0 and >2.5 may be granted a provisional academic acceptance upon discretion of the department chair.
6. Applicants must be a U.S. Citizen or hold a Permanent Residency Card.
7. Submit a copy of current RN licensure, unencumbered in the state where the student will rotate clinically (i.e. the state the student resided when accepted to the program. (A PDF from Nursys will be sufficient). **You must have an unencumbered RN license to register for any clinical course; no exceptions will be made.**
8. Submit a copy of your updated Curriculum Vitae (CV) or resume.
9. Our admissions specialists can advise you on our current application deadlines for Fall and Spring admissions. These can also be found on the college's academic calendar here: <https://coxcollege.edu/academics/academic-calendar/>
10. Once accepted, proof of immunizations, background check, BLS certification, a non-refundable acceptance fee, and other requirements as noted in the catalog will be required. After these are received, students may register for classes with their advisor according the academic calendar.

To apply to a post-master's certificate program, a candidate must:

1. Complete all graduate application requirements listed above (#1-10)
2. Complete a Master's of Science in Nursing (MSN) degree from an accredited institution.
3. Post-master's students are subject to a gap analysis process which determines which, if any, extra courses in the program you may need to take due to gaps in your education from your previous MSN to the requirements for our program's course work. Board examinations may require you to submit a copy of your gap analysis as a prerequisite to testing. Your advisor and the program chair will work with you on this process.

Application Deadlines

Family Nurse Practitioner Track	Fall: March 1	Spring: September 15
Psychiatric Mental Health Nurse Practitioner Track	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:

- a) Advanced Pharmacology
- b) Advanced Physical Assessment
- c) Advanced Physiology and Pathophysiology

*If the core courses have not been taken or were taken over five years previous, they may be added as requirements to the gap analysis. Your advisor and the program chair will work with you on this process.

3. Completion of all the MSN graduate application requirements (as listed above).

Grading

Each course earns on grade, combining the results of class work, research, lab results, and examinations. The grading system of the College is based on a 4.0 scale. Unless otherwise indicated in course syllabi, grades are indicated by letters, with the following value in honor points given to each.

Grading Scale:

Grade	Quality Points	Grading Scale
A	4.0	93-100%
A-	3.7	90-92%
B+	3.3	87-89%
B	3.0	85-86%
-----*		
B-	2.7	80-84%
C+	2.3	77-79%
C	2.0	75-76%

C-	1.7	70-74%
D+	1.3	67-69%
D	1.0	65-66%
D-	0.7	60-64%
F	0.0	0-59%
P		Passing
W		Withdraw
WP		Withdraw Passing
WF*		Withdraw Failing*
WN*		Withdraw Not Progressing*

*Grades below 85%, WF, and WN do not meet the degree requirements for progression for students in the MSN program.

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

*NOTE: Does not meet degree requirements for students in a college program. Any program course must be repeated in order to meet degree requirements.

Academic Standing

A student who has not maintained a 3.0 grade point average can be placed on academic probation. A student who has been placed on academic probation can be required to enroll in fewer hours for the following semesters, be required to repeat courses, or be dismissed from the program. Students on academic probation will be monitored each semester to confirm that they are improving their academic standing.

After consultation with the student's academic advisor, the MSN Chair may terminate a student's graduate status because of unsatisfactory academic performance. Students who have been academically dismissed will not be eligible for readmission to the same Cox College program.

Grade Requirements for Progression

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

- 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 the course must be repeated.
- Students with a second final course grade of 70-84.99% or those with any final course grade of 69.99% or below cannot repeat the course. 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.
- The cumulative GPA must not fall below 3.0 (See Probation Policy above.)

Repeating a MSN Course

Courses for which a student receives a grade of less than 85%, a Withdrawal Failing (WF), or a Withdraw Not Progressing (WN) must be repeated. A final course grade of 70-84.99% allows a retake of one course during the entire duration of the 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. A student may re-enroll in a program-specific course only ONCE, regardless of the grade status at the time of withdrawal from the course. A Withdrawal (W) or Withdrawal Passing (WP) grade before the fourth week of the semester will not be considered in the one-time re-enrollment policy. Re-enrollment in courses that the student has withdrawn from will be on a space-available basis to be determined during the final "open" registration period before the start of each term. A WP or W will not count toward the discipline-specific courses that are allowed for repeat. A WF or WN will be counted against the repeat policy.

A student who anticipates failing a course and desires to take that course in the semester immediately following may not register for that course until the final grade in the course has been received. The student is to follow the usual registration process and adhere to the regularly scheduled registration periods.

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 MSN 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.
- Successful completion of end of program assessments.

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 commencement ceremonies only once.

Graduate students do not graduate with honors.

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	3
MSN 513	Advanced Physical Assessment Clinical Practicum (60 hours)	1
MSN 525B	Evidence-Based Practice in Health Care I	3
MSN 528B	Evidence-Based Practice in Health Care II	3
MSN 620	HPPPC* I: Adult through Aging^	3
MSN 621	HPPPC I Clinical Practicum (180 hours)^	3
MSN 622	HPPPC II: Women's Health/Reproductive^	3
MSN 623	HPPPC II Clinical Practicum (60 hours)^	1
MSN 624	HPPPC III: Newborn to Adolescent^	3
MSN 625	HPPPC III Clinical Practicum (120 hours)^	2
MSN 626	Role of the Advance Practice Nurse II	1
MSN 628	Advance Practice Practicum & Research (240 hours)^	4
MSN 640	Family & Child Dynamics~	3
MSN 642	Advanced Psychopharmacology~	2
MSN 644	Counseling & Psychotherapy~	2
MSN 645	Counseling & Psychotherapy Clinical Practicum (120 hours)~	2
MSN 646	Psychotherapy Management Across the Life Span~	3
MSN 647	Psychotherapy...Life Span Clinical Practicum (180 hours)~	3
MSN 649	PMHNP Practice Practicum (240 hours)~	4

NOTE: In general, MSN program core courses have a 500 number and the MSN "track" courses have a 600 number. MSN 626 (Roles II) must be taken by both tracks.

*HPPPC stands for Health Promotion and Prevention in Primary Care

^Family Nurse Practitioner Track

~ Psychiatric Mental Health Nurse Practitioner 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	
Advanced Physical Assessment	512	Undergraduate Assessment or Equivalent	
Advanced Physical Assessment Practicum	513	Undergraduate Assessment or Equivalent Must have current unencumbered RN license on file	
Evidence-Based Practice in Health Care I	525B	MATH 227 & Undergraduate Research or Equivalent	
Evidenced-Based Practice in Health Care II	528B	MSN 525B or Equivalent	
Health Promotion/Prevention in Primary Care: Adult through Aging	620 (FNP)	504, 510, 512, 513	621
Health Promotion/Prevention in Primary Care: Adult through Aging Practicum	621 (FNP)	504, 510, 512, 513	620

Health Promotion/Prevention in Primary Care: Women's Health/Reproductive	622 (FNP)	504, 508, 510, 512 513, 620, 621	623
Health Promotion/Prevention in Primary Care: Women's Health/Reproductive Practicum	623 (FNP)		622
Health Promotion/Prevention in Primary Care: Newborn to Adolescent	624 (FNP)		622, 623, 625
Health Promotion/Prevention in Primary Care: Newborn to Adolescent Practicum	625 (FNP)		622, 623, 624
Role of the Advanced Practice Nurse II	626 (FNP)	504, 508, 510, 512, 513, 620, 621, 622, 623, 624, 625	MUST BE TAKEN WITH 628 (FNP) OR 649 (PMHNP)
Advance Practice Practicum and Research	628 (FNP)	504, 508, 510, 512, 513, 620, 621, 622, 623, 624, 625	626
Family & Child Dynamic	640 (PMHNP)	504, 510, 512/513	508
Advanced Psychopharmacology	642 (PMHNP)	504, 510, 512/513,	640
Counseling & Psychotherapy	644 (PMHNP)	504, 508, 510, 512/513, 640	645
Counseling & Psychotherapy Practicum	645 (PMHNP)	504, 508, 510, 512/513, 640	644
Psychotherapy Across the Life Span	646 (PMHNP)	504, 508, 510, 512/513, 640, 642, 644/645	647
Psychotherapy Across the Life Span Practicum	647 (PMHNP)	504, 508, 510, 512/513, 640, 642, 644/645	646
PMHNP Practice Practicum	649 (PMHNP)	504, 508, 510, 512/513, 640, 642, 644/645, 464/647	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. Corequisites must be taken concurrently. Pre/Corequisites and Corequisites are differentiated in the Course Descriptions.

*In order to utilize financial aid, students must register for a minimum number of credit hours. Typically, this is five credit hours in the fall and spring.

*In summer, the minimum number of credit hours to utilize financial aid is typically three. Students who plan to take summer courses should meet with their advisors and financial aid to understand the impact on their overall financial aid profile and plan of study.

Master of Science Family Nurse Practitioner (FNP) Track

Note: This list is based upon full-time two-year Family Nurse Practitioner (FNP). Part-time students may have variations and will be determined with advisor.

Suggested Full-Time Plan of Study (Fall Admission)

Year 1

Fall Semester		Spring Semester	
MSN 504 Advanced Physiology & Pathophysiology (16 weeks)	3	MSN 506 Ethical/Legal Practice in Health Care (8 weeks)	3
MSN 508 Role of APN (8 weeks)	1	MSN 525B EBP in Health Care I (16 weeks)	3
MSN 510 Advanced Pharmacology (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		12

Year 2

Fall Semester		Spring Semester	
MSN 622/623 Women's Health practicum (16 weeks and 60 clinical hours*)	4	MSN 528B EBP in Health Care II (16 weeks)	3
MSN 624/625 Newborn to Adolescent practicum (16 weeks and 120 clinical hours*)	5	MSN 626 Role of APN II (8 weeks) MSN 628 Adv. Practice Practicum (16 weeks and 240 clinical hours*)	1 4
	9		8

*Clinical hours subject to change.

FNP part-time course of study will be determined with academic advisor.

Total Credit Hours 42

MSN Program: Family Nurse Practitioner

Suggested Full-Time 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 525B EBP in Health Care I (16 weeks)	3
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		10

Year 2

Spring Semester		Fall Semester	
MSN 622/623 Women's Health Practicum (16 weeks and 60 clinical hours*)	4	MSN 502 Leadership (8 weeks)	3
MSN 624/625 Newborn to Adolescent Practicum (16 weeks and 120 clinical hours*)	5	MSN 528B EBP in Health Care II (16 weeks)	3
		MSN 626 Role of APN II (8 weeks)	1
		MSN 628 Advanced Practice Practicum (16 weeks, 240 clinical hours*)	4
	9		11

*Clinical hours subject to change.

FNP part-time course of study will be determined with academic advisor.

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 525B EBP in Health Care I (16 weeks)	3
MSN 510 Adv. Pharm (16 weeks)	3		
	7		6

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	MSN 528B EBP in Health Care II (16 weeks)	3
	6		9

Year 3

Fall Semester		Spring Semester	
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
	9		5

*Clinical hours subject to change

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 525B EBP in Health Care I (16 weeks)	3
	6		7

Year 2

Spring Semester		Fall Semester	
MSN 510 Adv. Pharm. (16 weeks)	3	MSN 528B EPB in Health Care II (16 weeks)	3
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		9
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Year 3

Spring Semester		Fall Semester	
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
	9		5

*Clinical hours subject to change.

Total Credit Hours 42

MSN Post-Master's Certificate, Family Nurse Practitioner

Suggested 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	4	MSN 626 Role of the Advance Practice Nurse II	1

(16 weeks and 60 clinical hours*)		(8 weeks)	
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

*Clinical hours subject to change.

Total Credit Hours: 21

FNP Certificate part-time plan of study will be determined with academic advisor.

MSN Post-Master's Certificate, Family Nurse Practitioner

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

*Clinical hours subject to change.

Total Credit Hours: 21

FNP Certificate part-time course of study will be determined with academic advisor.

MSN Program: Psychiatric Mental Health Nurse Practitioner

Suggested Full-Time Plan of Study (Fall Admission)

Year 1

Fall Semester		Spring Semester	
MSN 504 Adv. Pathophysiology (16 weeks)	3	MSN 506 Ethical/Legal (8 weeks)	3
MSN 508 Role of APN (8 weeks)	1	MSN 525B EBP in Health Care I (16 weeks)	3
MSN 510 Advanced Pharmacology (16 weeks)	3	MSN 642 Advanced Psychopharmacology (16 weeks)	2
MSN 512/513 Advanced Assessment (16 weeks and 60 clinical hours*)	2/1	MSN 644/645 Counseling & Psychotherapy (16 weeks, 120 clinical hours*)	2/2
MSN 640 Family & Child Dynamic (1 st or 2 nd 8 weeks)	3		
	13		12

Year 2

Fall Semester		Spring Semester	
MSN 502 Leadership (8 weeks)	3	MSN 626 Role of APN II (8 weeks)	1
MSN 646/647 Psychiatric Management Across the Life Span (16 weeks and 180 clinical hours*)	3/3	MSN 528B EBP in Healthcare II (16 weeks)	3
		MSN 649 PMHNP Practice Practicum (16 weeks and 240 clinical hours*)	4
	9		8

*Clinical hours subject to change

Total Credit Hours 42

Total Clinical Hours: 600*

MSN Program: Psychiatric Mental Health Nurse Practitioner

Suggested Full-Time Plan of Study (Spring Admission)

MSN Program: Psychiatric Mental Health Nurse Practitioner

Full Time Plan of Study (Spring Admission)

Year 1

<u>Spring Semester –</u>		<u>Fall Semester –</u>	
MSN 506 Ethical/Legal <ul style="list-style-type: none"> 8-week section 	3	MSN 508 Role of APN <ul style="list-style-type: none"> 8-week section 	1
MSN 525 EBP in Healthcare I <ul style="list-style-type: none"> 16 weeks 	3	MSN 510 Advanced Pharmacology <ul style="list-style-type: none"> 16 weeks 	3
MSN 504 Advanced Pathophysiology <ul style="list-style-type: none"> 16 weeks 	3	MSN 512/513 Advanced Assessment <ul style="list-style-type: none"> 16 weeks 60 Clinical Hours* 	2/1
		MSN 640 Family & Child Dynamic <ul style="list-style-type: none"> 8 weeks 	3
	9		10

Year 2

<u>Spring Semester –</u>		<u>Fall Semester –</u>	
MSN 642 Advanced Psychopharmacology <ul style="list-style-type: none"> • 16 weeks 	2	MSN 502 Leadership <ul style="list-style-type: none"> • 8-week section 	3
MSN 644/645 Counseling & Psychotherapy <ul style="list-style-type: none"> • 16 weeks • 120 Clinical Hours* 	2/2	MSN 646/647 Psychiatric Management Across the Life Span <ul style="list-style-type: none"> • 16 weeks • 180 Clinical Hours* 	3/3
	6		9

Year 3

<u>Spring Semester –</u>	
MSN 528 EBP in Healthcare II <ul style="list-style-type: none"> • 16 weeks 	3
MSN 626 Role of APN II <ul style="list-style-type: none"> • 8-week section 	1
MSN 649 PMHNP Practice Practicum <ul style="list-style-type: none"> • 16 weeks • 240 Clinical Hours* 	4
*Subject to Change	8

*Subject to Change

Total Credit Hours 42

Total Clinical Hours: 600

MSN Program: Psychiatric Mental Health Nurse Practitioner

Sample Part-Time Plan of Study (Fall Admission)

Year 1

Fall Semester		Spring Semester	
MSN 504 Advanced Pathophysiology (16 weeks)	3	MSN 506 Ethical/Legal (8 weeks)	3
MSN 508 Role of APN (8 weeks)	1	MSN 525B EBP in Health Care I (16 weeks)	3
MSN 510 Advanced Pharmacology (16 weeks)	3		
	7		6

Year 2

Fall Semester		Spring Semester	
MSN 512/513 Advanced Assessment (16 weeks and 60 clinical hours*)	2/1	MSN 642 Advanced Psychopharmacology (16 weeks)	2
MSN 640 Family & Child Dynamic (8 weeks)	3	MSN 644/645 Counseling & Psychotherapy (16 weeks and 120 clinical hours*)	2/2
MSN 528B EBP in Health Care II (16 weeks)	3		
	9		6

Year 3

Fall Semester		Spring Semester	
MSN 502 Leadership (8 weeks)	3	MSN 626 Role of APN II (8 weeks)	1
MSN 646/647 Psychiatric Management Across the Life Span (16 weeks and 180 clinical hours*)	3/3	MSN 649 PMHNP Practice Practicum (16 weeks and 240 clinical hours*)	4
	9		5

*Clinical hours subject to change

Total Credit Hours 42

Total Clinical Hours: 600

MSN Program: Psychiatric Mental Health Nurse Practitioner

Sample Part-Time Plan of Study (Spring Admission) Year 1

Spring Semester		Summer Semester	
MSN 525B EBP in Healthcare I (16 Weeks)	3	MSN 510 Advanced Pharmacology (8 Weeks)	3
MSN 504 Advanced Pathophysiology (16 Weeks)	3		
	6		3
Fall Semester			

MSN 508 Role of APN I (8 Weeks)	1		
MSN 512/513 Advanced Assessment (16 Weeks, 60 Clinical Hours)	2/1		
MSN 640 Family & Child Dynamic (8 Weeks)	3		
	7		

Year 2

Spring Semester		Summer Semester	
MSN 642 Advanced Psychopharmacology (16 Weeks)	2	MSN 506 Ethical/Legal (8 Weeks)	3
MSN 644/645 Counseling & Psychotherapy (16 Weeks, 129 Clinical Hours)	2/2	MSN 502 Leadership (8 Weeks)	3
	6		6
Fall Semester			
MSN 646/647 Psychiatric Management Across the Life Span (16 Weeks, 180 Clinical Hours)	3/3		

Year 3

Spring Semester			
MSN 528B EBP in Healthcare II (16 Weeks)	3		
MSN 626 Role of APN II (8 Weeks)	1		
MSN 649 PMHNP Practice Practicum (16 Weeks, 240 Clinical Hours)	4		
	8		

*Clinical hours subject to change

Total Credit Hours 42

Total Clinical Hours: 600

MSN Post-Master's Certificate, Psychiatric Mental Health Nurse Practitioner

Sample Full-Time Plan of Study (Fall Admission)

Year 1 Fall Semester	Credit hours	Year 1 Spring Semester	Credit hours
MSN 508 Role of APN (8 weeks)	1	MSN 642 Advanced Psychopharmacology (16 weeks)	2
MSN 640 Family & Child Dynamic (8 weeks)	3	MSN 644/645 Counseling & Psychotherapy (16 weeks and 120 clinical hours)	2/2
	4		6
Year 2 Fall Semester		Year 2 Spring Semester	
MSN 646/647 Psychiatric Management Across the Life Span (16 weeks and 180 clinical hours)	3/3	MSN 626 Role of APN II (8 weeks)	1
		MSN 649 PMHNP Practice Practicum (16 weeks and 240 clinical hours)	4
	6		5

*Clinical hours subject to change.

Total Credit Hours: 21

Total Clinical Hours: 540*

***Subject to GAP analysis**

NUTRITION DIAGNOSTICS DEPARTMENT

Nutrition Diagnostics Department Mission

The Cox College Master's in Nutrition Diagnostics/Dietetic Internship and Nutrition Diagnostics Dietetic Internship are dedicated to excellence in the preparation of competent entry-level registered dietitian nutritionists committed to serving their communities, their profession and to transforming the future of nutrition in healthcare.

Philosophy

Structure a learning environment to promote critical thinking and inquiry, self-improvement, self-reliance, collaboration, and lifelong learning.

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 (MND/DI); 90% of students will complete the program within 15 months (ND-DI).

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 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 (MND/DI); 90% of students will complete the program within 15 months (ND-DI).
- 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 12 months of program completion.

MASTER OF SCIENCE IN NUTRITION DIAGNOSTICS/DIETETIC INTERNSHIP (MND/DI)

Cox College's MND/DI 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/DI 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/DI 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 45-credit Master's Degree and approximately 1,216 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/DI, including writing and presenting a research project. Upon satisfactory completion of both the MND/DI 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/DI as a Cohort Program

The Cox College MND/DI 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 period. 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 period. Cohort status will be lost if the student drops out or does not maintain progression (see MND/DI Progression). The student may be given the option to restart as a student in a subsequent cohort.

MND/DI Requirements

Course Number	Course Name	Credit Hours
MND 502	Nutrition Counseling and Education Methods	3
MND 521	Critical Thinking in Nutrition	3
MND 525	Introduction to Supervised Practice - lab	1
MND 530	Supervised Practice I - lab	1
MND 531	Supervised Practice I - clinical	2
MND 535	Introduction to Nutrition Diagnostics 1 & Assessment - lecture	3
MND 535	Introduction to Nutrition Diagnostics 1 & Assessment - lab	1
MND 541	Nutrition Diagnostics & Assessment 2 - lecture	3
MND 541	Nutrition Diagnostics & Assessment 2 - lab	1
MND 552	Medical Nutrition Therapy in Chronic Disease	3
MND 556	Supervised Practice II - clinical	2
MND 557	Supervised Practice II - lab	1
MND 560	Supervised Practice III - clinical	2
MND 561	Supervised Practice III - lab	1
MND 571	Supervised Practice IV - clinical	2
MND 572	Supervised Practice IV - lab	1
MND 581	Contemporary Topics in Nutrition	3
MND 600	Research Methods in Nutrition	4
MND 640	Nutrition Diagnostics & Assessment 3 - lecture	3
MND 640	Nutrition Diagnostics & Assessment 3 - lab	1
MND 650	Nutrition Diagnostics & Assessment 4 - lecture	3

MND 650 Nutrition Diagnostics & Assessment 4 - lab	1
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MND/DI 22-Month Plan of Study

Fall 1	Credit hours
MND 521 Critical Thinking in Nutrition	3
MND 525 Introduction to Supervised Practice - lab	1
MND 535 Introduction to Nutrition Diagnostics 1 & Assessment - lecture	3
MND 535 Introduction to Nutrition Diagnostics 1 & Assessment - lab	1
MND 552 - Medical Nutrition Therapy in Chronic Disease	3
Total hours	11
Spring 1	
MND 502 Nutrition Counseling and Education Methods	3
MND 531 Supervised Practice I - clinical	2
MND 530 Supervised Practice I - lab	1
MND 541 Nutrition Diagnostics & Assessment 2 - lecture	3
MND 541 Nutrition Diagnostics & Assessment 2 - lab	1
Total hours	10
Summer 1	
MND 556 Supervised Practice II - clinical	2
MND 557 Supervised Practice II & lab	1
Fall 2	
MND 560 Supervised Practice III - clinical	2
MND 561 Supervised Practice III - lab	1
MND 581 Contemporary Topics in Nutrition	3
MND 640 Nutrition Diagnostics & Assessment 3 - lecture	3
MND 640 Nutrition Diagnostics & Assessment 3 - lab	1
Total hours	10

Spring 2	
MND 571 Supervised Practice IV - clinical	2
MND 572 Supervised Practice IV - lab	1
MND 600 Research Methods in Nutrition	4
MND 650 Nutrition Diagnostics & Assessment 4 - lecture	3
MND 650 Nutrition Diagnostics & Assessment 4 - lab	1
Total hours	11
Total program hours	45

MND/DI Prerequisites/Corequisites

Course Number	Prerequisite	Corequisite
MND 502	BS in dietetics or equivalent	
MND 521	BS in dietetics or equivalent	
MND 525		MND 535; MND 552
MND 531 clinical	MND 535, MND 525, MND 552	MND 530 lab
MND 530 lab	MND 535, MND 525, MND 552	MND 531 clinical
MND 535 lecture	BS in dietetics or equivalent	
MND 535 lab		MND 535 lecture
MND 541 lecture	MND 535	
MND 541 lab	MND 535	MND 541 lecture
MND 552	BS in dietetics or equivalent	
MND 556 clinical	MND 531 clinical & MND 530 lab	MND 557 lab
MND 557 lab	MND 531 clinical & MND 530 lab	MND 556 clinical
MND 560 - clinical	MND 556 clinical & MND 557 lab	MND 561 lab
MND 561 lab	MND 556 clinical & MND 557 lab	MND 560 clinical
MND 571 clinical	MND 560 clinical & MND 561 lab	MND 572 lab
MND 572 lab	MND 560 clinical & MND 561 lab	MND 571 clinical

MND 581	BS in Dietetics or equivalent	
MND 600	BS in Dietetics or equivalent	
MND 640 lecture	MND 541 lecture & lab	MND 640 lab
MND 640 lab	541 lab	640 lecture
MND 650 lecture	MND 640 lecture & lab	MND 650 lab
MND 650 lab	640 lab	650 lecture

* 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/DI Progression

Progression - Coursework

1. The student must achieve a final grade of 70% or higher in each course 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 2.7 or higher for successful completion of the program.
 - a. If a student has a cumulative GPA of less than 2.7 in any given semester, the student will be placed on academic probation for one semester to bring cumulative GPA to 2.7 or higher.
 - b. If GPA does not improve to 2.7 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 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 ND program faculty. In order to achieve progression (see MND/DI progression), courses with an earned grade of 79% or less and/or ‘fail’ in the supervised practice courses may be required to be repeated.

Progression – ND Comprehensive Exams

The student must successfully pass 4 semester comprehensive exams (Fall & Spring, Year 1 & 2) that evaluate MND learning outcomes and 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. The competency passport can be found in Canvas.

Successful Completion/Graduation Requirements

The ACEND competencies reflect the minimal level of expertise the intern must achieve. 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, hours, and experiences, as evaluated by ND program director, college faculty and preceptors
- Achieving competence in Nutrition Diagnostics as measured by the program concentration specific nutrition diagnostic competencies
- Attendance at all required internship/program meetings and additional supervised practice experiences.
- Satisfactory completion of all courses required in the MND/DI plan of study
- Graduate GPA of 2.7 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 5 years.

NUTRITION DIAGNOSTICS-DIETETIC INTERNSHIP (ND-DI)

The Cox College ND-DI has a nutrition diagnostics concentration. Over the course of a ten-and-a-half- month period, students who have completed a bachelor's degree and have met the requirements of the Didactic Program in Dietetics will complete 12 hours of graduate credit, along with supervised practice experiences necessary to take the Registration Examination for Dietitians administered by the Commission on Dietetic

Registration. Successful completion of this program and the registration examination meet the requirements to become a Registered Dietitian (RD).

The Cox College ND-DI follows a modified cohort model and 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 coursework in a 10.5-month timeframe. At that time, all students will receive the AND Verification Statement (indicating eligibility to sit for the Registration Examination for Dietitians).

The program is designed for all students to take the same courses at the same time, as well as complete the supervised practice rotations in the same timeframe. The 12 graduate credits taken by the ND-DI students will be taken at the same time as the first year MND/DI students.

ND-DI Requirements

ND-DI Plan of Study

10.5 Months/38 Weeks Supervised Practice

Semester	Didactic Courses	Supervised Practice Courses
Fall	MND 535 MND 552	MND 526
Spring	MND 541 MND 502	MND 527 MND 528
Summer		MND 529

ND-DI Courses

MND 502 Nutritional Counseling & Education Methods	3 Credit Hours
MND 526 DI Supervised Practice I	0 Credit Hours
MND 527 DI Supervised Practice II	0 Credit Hours
MND 528 DI Supervised Practice III	0 Credit Hours
MND 529 DI Supervised Practice IV	0 Credit Hours
MND 535 Nutrition Diagnostics & Assessment 1	3 Credit Hours
MND 541 Nutrition Diagnostics & Assessment 2	3 Credit Hours
MND 552 Medical Nutrition Therapy in Chronic Disease	3 Credit Hours

ND-DI Progression

ND-DI Progression – Coursework and Supervised Practice

ND-DI Progression – Coursework and Supervised Practice

The student must achieve the following to progress in the ND-DI program:

- Earned grade of 70% or higher in each of the four required didactic courses
- Earned grade of “pass” in each supervised practice course
- Successful completion, defined as a score of “pass” as deemed by ND faculty, of end of semester comprehensive exams

If a student earns a cumulative GPA of 2.7 or less in the first semester, they will be put on academic probation in efforts to meet the GPA requirements (see Successful Completion) prior to graduation. Failure to meet these criteria results in dismissal from the program.

Progression – ND-DI Comprehensive Exams

The student must successfully pass 2 semester comprehensive exams (Fall & Spring) that evaluate ND-DI competencies. The student may retake the exam one time. Failure to pass the comprehensive exams may result in dismissal.

Progression – ACEND & Nutrition Diagnostic Competency

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 competency.

Successful Completion

The ACEND competencies reflect the minimal level of expertise the intern must achieve. 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 from Cox College. A verification statement will be granted upon completion of all of the criteria listed below:

- Satisfactory completion of all supervised practice rotations, planned hours, and experiences as evaluated by ND program director, college faculty and preceptors
- Achieving competence in Nutrition Diagnostics as measured by the program concentration specific nutrition diagnostic competency
- Attendance at all required internship/program meetings and planned experiences.
- Satisfactory completion of all courses required in the ND-DI plan of study, defined as an earned grade of 70% or higher
- A cumulative graduate GPA of 2.7 or greater in the required ND courses.
- Completion of all other degree requirements
- Successful passing of ND-DI Comprehensive Exams

Note – the maximum time allowed to complete all program requirements (defined above as successful completion) is 3 years.

Effective January 1, 2024, the Commission on Dietetic Registration (CDR) will require a minimum of a master's degree to be eligible to take the credentialing exam to become a registered dietitian nutritionist (RDN). In order to be approved for registration examination eligibility with a bachelor's degree, an individual must meet all eligibility requirements and be submitted into CDR's Registration Eligibility Processing System (REPS) before 12:00 midnight Central Time, December 31, 2023. For more information about this requirement visit CDR's website: <https://www.cdrnet.org/graduatedegree>.

ND Department Grading Scale

The Cox College grading scale is as follows:

Grade	Quality Points	Grading Scale
A	4.0	93-100%
A-	3.7	90-92%
B+	3.3	87-89%
B	3.0	85-86%
B-	2.7	80-84%
C+	2.3	77-79%
C	2.0	75-76%
C-	1.7	70-74%
D+	1.3	67-69%
D	1.0	65-66%

D-	0.7	60-64%
F	0.0	59-0%
P	0	Passing

Applying

Admission to the ND programs 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 a program, 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 programs utilize the online DICAS application system and D&D Digital computer matching application process:

- The programs utilize the on-line centralized internship application, DICAS, e- mail DICASinfo@DICAS.org.
- Applicants must register online at dnddigital.com, pay the computer match fee by credit card, enter their contact information, and Dietetic Internship preferences by 11:59 pm Central Time February 15.
- The fee to use DICAS is \$50 for the first application submitted and \$25 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 the completion of a reference form. The form will be completed online. 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 \$55 computer matching fee. The matching code for the MND/DI program is 173 and for

the ND-D program is 815. For more information on the computer matching process go to www.dnndigital.com, or contact them at:

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. Exceptions will be made on a case-by-case

basis.

- A cumulative GPA of 3.0 or higher in the sciences is strongly recommended.
- Graduate Records Exam (GRE) is not required.
- Apply online for admission into the Cox College Graduate Department, ND Department via the AND DICAS system by February 15th.

Selection Procedure

Selection of the successful applicants is made by a committee composed of ND college faculty and may include 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, MND/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 Zoom 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 department in the College does not grant a student admission to the program. ND program applications are reviewed by a selection committee after admission to the graduate program. Program 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.
- Changing program tracks is not allowed. Once accepted and enrolled in a program (the MND/DI or the ND-DI), the student must remain in that program and is not eligible to change programs.

Preselect Option for ND-DI program

The ND-DI participates in the ACEND Preselect Option and is accredited to accept 10 students on an annual basis. The program offers a maximum of four (4) preselect spots to Missouri State University students and three (3) to College of the Ozarks students.

Students will apply during their senior year for direct admission into the program. Final acceptance is contingent upon successful completion of the DPD program and Bachelor of Science program requirements and maintenance of required GPAs. Students applying to the preselect admission option will commit to attending the ND-DI the year following undergraduate completion and bypass the online centralized application (DICAS) and the D&D Digital Systems computer matching process.

MASTER OF SCIENCE IN OCCUPATIONAL THERAPY (MSOT)

The Master of Science in Occupational Therapy Program at Cox College offers hands-on learning opportunities in classroom, clinical, and community settings. This 30 month, 80-credit course of study engages students through a strong evidence-based learning environment with application in the community. Students graduate with an entry-level Master of Science in Occupational Therapy degree and are eligible to sit for the National Board Certification in Occupational Therapy (NBCOT) exam.

Occupational therapy focuses on helping a person engage in everyday activities that they want and need to do (WFOT, 2019a). Driving, cooking, dressing, bathing, and playing are common everyday occupations. Occupational therapists are skilled in helping a person return to meaningful activities or adapt and modify activities in order to support the highest quality of life when development, injury, or chronic illness has negatively impacted daily life. Occupational therapists believe that “people of all ages and abilities require occupation to grow and thrive” (Hooper & Wood, 2019, pg. 46). Building upon that perspective, occupational therapists use occupation as an avenue to promote health and well-being (WFOT, 2019a). Students who enter the field of occupational therapy often have excellent interpersonal skills and strong interests or backgrounds in psychology/ social sciences, athletic performance/ movement, anatomy, and neurosciences.

Vision

Department of Occupational Therapy at Cox College: To be the best for those who need us.

Mission

The mission of the Department of Occupational Therapy at Cox College is to create evidence-based practitioners who are client-centered, occupation-driven, and clinically competent. We achieve this mission by:

1. Utilizing a multi-modal curriculum that promotes knowledge translation, resulting in therapists equipped to meet the needs of diverse populations. (*KNOWING*)
2. Encouraging professional identity development through hands-on practice and reflection to develop critical thinking and advance clinical reasoning, resulting in effective problem solving skills. (*DOING*)
3. Advancing the profession of occupational therapy through innovation, evidence-based practice, and scholarly contributions. (*ADVANCING*)

- Committing to life-long learning through professional development, service, and inter-disciplinary collaboration in order to improve the health of the communities we serve. (*LEADING*)

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:

- KNOWING:** Acquiring the knowledge, skills and attitudes to be a clinically competent entry-level practitioner who reflects on current evidence-based practice and engages in person-centered, evidence-informed delivery of occupational therapy.
- DOING:** Demonstrating skills needed to deliver occupational therapy services to meet the needs of diverse populations.
- ADVANCING:** Synthesizing evidence and innovation with efficient and effective business practices in order to advance the delivery of occupational therapy services.
- LEADING:** Empowering others to engage in positive change by utilizing a strengths-based leadership approach to promote and refine strategic thinking.

Curriculum Overview Cox College MSOT						
Fall 1 Aug-Dec	Spring 1 Jan-May	Summer 1 June-July	Fall 2 Aug-Dec	Spring 2 Jan-May	Summer 2 Jun-Sept	Fall 3 Sept-Dec
Applied Anatomy & Kinesiology MSOT 502 3 didactic/ 1 lab <i>KNOWING</i>	The Occupational Therapy Process MSOT 535 2 <i>DOING</i>	No Coursework	Vision, Perception, & Cognition MSOT 550 3 <i>KNOWING/ DOING</i>	Assessment, Evidence, & Intervention –III (Geniatrics) MSOT 610 3 didactic/ 1 lab <i>DOING</i>	Fieldwork Experience Level II-A Summer MSOT 684 3	Fieldwork Experience Level II-B Fall MSOT 686 3
Professional and Therapeutic Use of Self MSOT 510 3 <i>DOING</i>	Applied Neuroscience MSOT 540 3 <i>KNOWING</i>		Healthcare Administration & Management MSOT 575 3 <i>LEADING</i>	Research Project II MSOT 650 4 <i>ADVANCING</i>		
Pathophysiology and Occupational Performance MSOT 515 3 <i>KNOWING</i>	Psychosocial Occupational Therapy Practice (Psychosocial) MSOT 545 3 didactic/ 1 lab <i>DOING</i>		Assessment, Evidence, & Intervention-II (Physical Disability) MSOT 580 3 didactic/ 1 lab <i>DOING</i>	Creative Leadership & Entrepreneurship MSOT 625 3 <i>LEADING</i>	Evidence-Based Practice & Clinical Synthesis I MSOT 691 3	Evidence-Based Practice & Clinical Synthesis II MSOT 693 3
Occupational Therapy Foundations & Activity Analysis MSOT 520 2 didactic/ 1 lab <i>DOING</i>	Innovations & Technology to Support Occupational Performance MSOT 570 3 <i>ADVANCING</i>		Research Project I MSOT 605 4 <i>ADVANCING</i>	Assessment, Evidence, & Intervention IV (Pediatrics) MSOT 620 3 didactic/ 1 lab <i>DOING</i>	On-line <i>ADVANCING</i>	On-line <i>ADVANCING</i>
Development of Human Occupations MSOT 525 3 <i>KNOWING</i>	Research Design & Evidence in Occupational Therapy MSOT 555 3 <i>ADVANCING</i>		Ethics, Culture, & Global Perspectives MSOT 565 3 <i>LEADING</i>	Fieldwork Level 1-C MSOT 615 1		
	Group Process in Occupational Therapy MSOT 560 1 <i>DOING</i>		Fieldwork Level I-B MSOT 585 1	Fieldwork Level I-D MSOT 630 1		
	Fieldwork Level I-A MSOT 530 1				Total MSOT Credit Hours: 80 6 semesters	
1						
TOTAL CREDIT HOURS: 80 (62 didactic/ 8 Lab/ 10 clinical)						

KEY

Purple Thread:
KNOWING

Yellow Thread:
DOING

Orange Thread:
ADVANCING

Figure 1: MSOT Curriculum Overview & Course of Study

Philosophy

The Cox College Occupational Therapy (OT) Program anchors curriculum design in the fundamentals of occupation, occupational performance, and occupational participation. 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.”

The Cox College OT Program embraces Universal Design for Learning (UDL) concepts (Novak, 2016; Rose, 2002) using a multi-modal approach to learning which provides neuro-diverse learning opportunities. The curriculum provides varied practice (Brown, Roediger, & McDaniel, 2014) opportunities for engagement and exploration of concepts, facilitates integration and reflection, and encourages depth of responses from the adult learner. The curriculum is designed to focus on knowledge translation (Breen et al., 2018; Straus, Tetroe, & Graham, 2009) resulting in synthesis of information and ethically-sound application of knowledge that positively impacts the student and benefits those served.

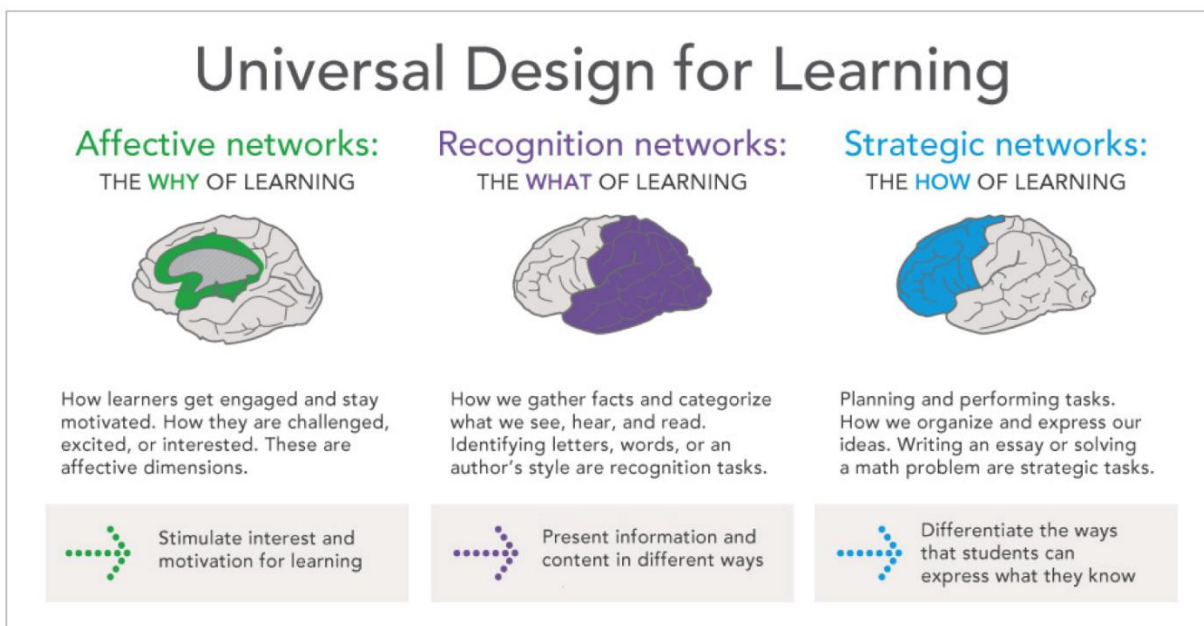


Figure 2: Universal Design for Learning Adapted from [UDL Resources - UDL and Technology -Putting It Together for student success- Removing Barriers \(weebly.com\)](#) . Retrieved 2.24.2022

The Cox College OT Program utilizes a strengths-based approach that focuses on opportunities for specific intellectual virtue development. Students who are fueled by curiosity develop intrinsic motivation to find effective solutions when that curiosity is combined with critical inquiry. Keeping with foundations in the philosophical study of knowledge acquisition (Baehr, 2021), the Cox College OT Program values the development of personal characteristics that enhance learning. Deployment of curriculum targets emerging intellectual virtues including, but not limited to:

- Curiosity
- Open-mindedness
- Intellectual Courage
- Intellectual Autonomy
- Intellectual Carefulness
- Intellectual Humility
- Attentiveness/ Awareness
- Intellectual Thoroughness
- Intellectual Tenacity

We believe that natural motivation for learning and traditional philosophy of education concepts such as grit, metacognition, self-reflection, positive patterns of thought, active learning, growth mindset, and resilience directly intersect within the development of intellectual virtues. The development of these virtues combined with a heart for service results in an increased capacity to become a dynamic professional, who is skilled in therapeutic use of self, is clinical competency, and adopts habits of life-long learning.

The threads of KNOWING, DOING, ADVANCING, and LEADING encapsulate the mission of the curriculum and the outcome goals. The Person-Environment-Occupation-Performance (PEOP) model, the Occupational Therapy Practice Framework (OTPF) (AOTA, 2020), and current standards of the profession are the theory foundations that are the backbone of the entire curriculum. Faculty value active student engagement and promote active learning through course design that includes multiple opportunities for engagement. Faculty align lesson planning and methods for course refinement with current evidence-based teaching in occupational therapy education for student-centered teaching practices as described by Henderson (2021). The profession's core beliefs in the relationship between occupation and health and its view of people as occupational beings is evident in the Cox College OT curriculum. The curriculum offers opportunities for:

- 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 humans as occupational beings, occupational performance, and on the complex processes by which people find meaning and health through the interactive person-environment process of 'doing' or engaging in occupations (examination of areas of occupation, performance skills and performance patterns).
- 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, intellectual virtues, and growth mindset principles 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.
- Intentional use of the PEOP – OTPF standards of practice with applied course content and objectives as the major anchoring theories in curriculum content.

The entry-level MSOT curriculum model (figure 3) 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 our distinct philosophy of teaching and learning where students are consistently questioning and advancing their practice.

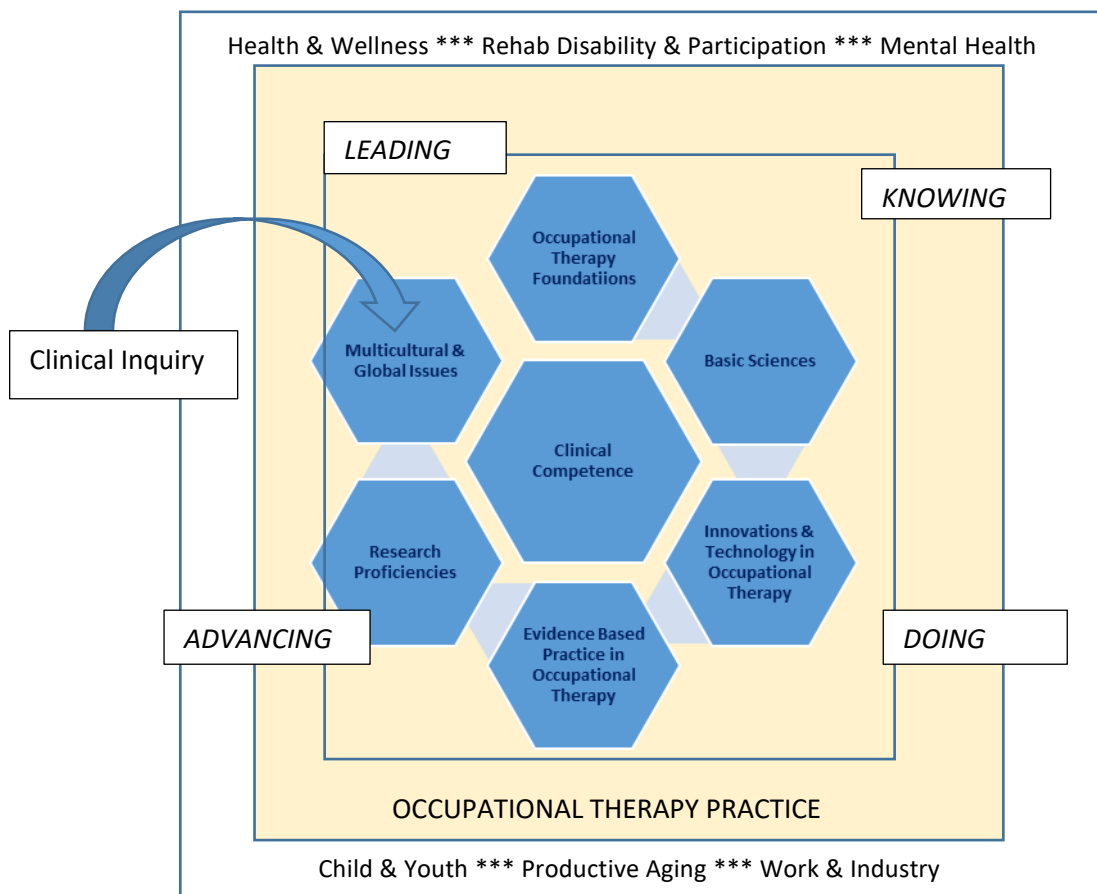


Figure 3: MSOT Curriculum Model

The different curriculum sequences (labeled in the hexagons in figure 1) build specific concepts concurrently or progressively. They complement each other and provide opportunities for increasingly more complex application. 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 Pathophysiology and Occupational Performance, enabling students to intuitively understand how factors associated with conditions and specific dysfunction impact occupational performance. The sequencing allows for ample skill and knowledge preparation, and 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.

The curriculum sequence provides:

- The structure and function of the human body as it relates to occupations (*KNOWING*);
- Theoretical and philosophical foundations of occupational therapy practice (*KNOWING*);
- Opportunities for professional identity development including professional attitudes and behaviors, self-reflection, goal-setting, and therapeutic use of self (*KNOWING*);
- Assessment of strengths and barriers to everyday task performance and engagement in the following areas: play and leisure, social participation, ADLs, IADLs, rest and sleep, education, health management, and work (See Table 1 for examples);
- Clinical competence in general areas of practice, and beginning specialization as a reflective entry-level professional (*DOING*);
- Identification and treatment of developmental and acquired occupational dysfunctions using evidence-based and occupation-based assessments and interventions (*DOING*);
- Use of iterative clinical inquiry in order to create the habits of an evidence-based practitioner (*DOING & ADVANCING*);
- Opportunities for growing discernment in deciphering reliable and valid evidence to inform clinical practice while also building capacity to contribute sound evidence to the profession (*ADVANCING*);
- Synthesis of evidence and innovation with efficient and effective business practices in order to advance the delivery of occupational therapy services (*ADVANCING*);
- Growing capacity for self-reflection and self-care as a healthcare professional focused on recognizing and mitigating the symptoms of burn-out before they affect personal health and professional performance (*ADVANCING*);
- Opportunities for embracing innovation and technology to design practical solutions for everyday performance needs (*ADVANCING*);

- Leadership and advocacy training for responsible, collaborative clinical practice (*ADVANCING & LEADING*);
- Opportunities for building awareness of healthcare disparities in order to create inclusive healthcare solutions for diverse populations (*LEADING*);
- Critical internal and external environment evaluation in order to determine viable solutions in emerging practice to expand access to occupational therapy services for those who need us (*LEADING*).

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Accreditation

The Cox College entry-level occupational therapy master’s degree program is accredited by the Accreditation Council for Occupational Therapy Education (<https://www.aota.org/Education-Careers/Accreditation.aspx>) of the American Occupational Therapy Association (www.aota.org), located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE’s telephone number c/o AOTA is (301) 652-AOTA and its Web address is www.acoteonline.org. Graduates of the program will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT

Certification Examination. **Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.**

Accreditation of the occupational therapy program permits Cox College MSOT graduates to apply for the national certification examination administered by the National Board of Certification in Occupational Therapy (NBCOT). 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:** Students must complete Level II Fieldwork Experiences within 24 months following the completion of the didactic portion of the program.

Cohort Program & Progression

Each year a cohort of students will be admitted to the graduate program in occupational therapy. Once a student enters the program, they will become part of a cohort who go through all the on-site courses together in a lock-step fashion. Fieldwork experiences will be assigned by the Academic Fieldwork Coordinator.

The program is a full-time, 80-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. A student may receive no more than one failing grade during the course of the program (grade of 79% or below or a "fail" in a P/F Course). Any additional failed course will require successful retake of that course; the student will not continue in the original cohort, and will join the next cohort. Two failures in the same semester or failures experienced in multiple semesters are grounds for dismissal from the OT program. The final decision of dismissal will be made by the Vice President of Academic Affairs.

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 Vice President of Academic Affairs. 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. Please review the Fieldwork Education Manual for specific policies related to failure of a fieldwork experience as certain circumstances require a dismissal from the program.

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 Academic Review Committee (MSOT faculty, MSOT Department Chair, and the Vice President of Academic Affairs).

Admission Requirements

The occupational therapy program begins in the fall of each academic year. Applications are accepted for consideration from July 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 have completed 90 credit hours toward a baccalaureate degree or hold a baccalaureate degree and submit transcripts showing a **cumulative GPA of at least a 3.0**.
 - a. Submit the required pre-requisite course transcripts (through OTCAS) before starting the MSOT program. Students must have at least a 3.0 GPA to apply. GPA is calculated in two ways: full GPA and Prerequisite GPA. We encourage applicants to make sure they meet a minimum of 3.0 in both calculations.
 - b. COVID-19 Update: The MSOT Department recommends that applicants choose a letter grade option for undergraduate course instead of pass/fail credit, if possible. Courses transferring with pass/fail credit will be calculated as a "C" for admissions purposes.
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 can be found in OTCAS). *This requirement is waived for OTA candidates. COVID-19 Update: Due to COVID-19, this requirement is waived for applicants who do not have access to an OT setting for observation.*
4. **Community Service Hours:** Documentation of volunteer hours in any community setting, going back as far as junior high, is preferred. However, due to COVID-19, this requirement can be adjusted to only included all pre-2020 volunteer hours. Applicants are encouraged to reflect all community

service as this does improve applicant status in our admissions process. Community service is not expected to be within an occupational therapy or medical setting (all community service counts—volunteering with animals, children, underserved populations, or community improvement organizations are all equally considered). These forms can be found in OTCAS.

5. **Professional References:** Submit 3 professional references. Note: one must be from a registered occupational therapist. *Applicants who have not had the opportunity to establish a relationship with an OT, due to COVID-19 restrictions, are encouraged to submit their three best references.*
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
 - vi. Resume (We recommend that the resume outlines the applicant's professional journey to the point of application to the program.)
 - vii. Writing Sample (We recommend the applicant submit a sample that includes references and is written in APA style formatting. However, we will accept a variety of style formats. Many applicants choose to submit a research paper or a formal paper from a favorite undergraduate course.)
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. Applicants may be in progress of completing prerequisite courses in the spring semester of the application due date.

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
Life-Span Development/Developmental Psychology	3
English Composition	3
Public Speaking/ Communications	3
Statistics (Biostats or Psych stats)*	3
Medical Terminology (may be taken online; need proof of proficiency)	1

All pre-requisites must be taken within 10 years of application to the MSOT Program.

*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 the Admissions Office.

Students should have a strong working knowledge of computers and experience in an online learning environment. Students are encouraged to enter the program with basic computer skill proficiency.

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	70 credit hours
Clinical Education	<u>10</u> credit hours
Total	80 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	Pathophysiology and Occupational Performance	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	Psychosocial Occupational Therapy Practice (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	Adult Rehabilitation I (includes LAB)	4
MSOT 585	Fieldwork I-B	1
MSOT 605	Research Project I (includes LAB)	4
MSOT 565	Ethics, Culture & Global Perspectives	3
MSOT 610	Adult Rehabilitation II (includes LAB)	4
MSOT 615	Fieldwork I-C	1
MSOT 620	Pediatric Occupational Therapy Practice (includes LAB)	4
MSOT 630	Fieldwork I-D	1
MSOT 650	Research Project II (includes LAB)	4
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 III	3

DOCTORATE IN OCCUPATIONAL THERAPY (eOTD)

The Doctorate in Occupational Therapy Program at Cox College has filed a Letter of Intent with the Accreditation Council for Occupational Therapy Education (ACOTE) and the Higher Learning Commission (HLC) and is proceeding to the Candidacy Stage of Program Development in Fall 2022. This program is proposed to begin in June 2023. This program plans to offer a 9-semester, 108-credit course of study that engages students through a strong evidence-based learning environment with application in the community. In this program, students will graduate with a Doctorate in Occupational Therapy degree and are eligible to sit for the National Board Certification in Occupational Therapy (NBCOT) exam.

Occupational Therapy Doctorate Curriculum Overview & Course of Study

SUMMER 1 Jun-Aug	FALL 1 Aug-Dec	SPRING 1 Jan-May	SUMMER 2 Jun-Aug	FALL 2 Aug-Dec	SPRING 2 Jan-May	SUMMER 3 Jun-Aug	FALL 3 Aug-Dec	SPRING 3 Jan-May
Applied Anatomy & Kinesiology 3 di/1 lab=4 OTD 702 KNOWING	Pathology & Occupational Performance 3: OTD 715 KNOWING	Psychosocial OT Practice 3 di/1 lab=4 OTD 755 DOING	Innovations & Technology to Support Occupational Part 2 di/1 lab OTD 770 ADVANCING	Adult Rehabilitation II 3 di/1 lab=4 OTD 810 DOING	Fieldwork Experience Level II-A 6 clinical OTD 862 DOING	Fieldwork Experience Level II-B 6 clinical OTD 886 DOING	Critical Thinking in Applied Practice 3 OTD 895 ADVANCING Hybrid	Capstone Experience 9 CAPSTONE Hybrid
Professional Identity & Therapeutic Use of Self 3 OTD 710 KNOWING & DOING	OT Foundations 2 OTD 720 KNOWING	Fieldwork Level 1-A 1 clinical OTD 748 DOING	Vision, Perception, & Cognition 3 OTD 795 DOING	Pediatric Occupational Therapy Practice 3 di/2 lab=5 OTD 820 DOING	Evidence-Based Practice & Clinical Synthesis I 3 OTD 880 ADVANCING ONLINE	Evidence-Based Practice & Clinical Synthesis II 3 OTD 886 ADVANCING ONLINE	Capstone Project 4 OTD 905 CAPSTONE Hybrid	
The OT Process 1 di/1 lab=2 OTD 712 DOING	Evidence-Based Practice & Scholarly Inquiry 2 OTD 730 KNOWING	Ethics, Culture, & Global Perspective 3 OTD 765 LEADING	Best Practice Analysis in Occupational Therapy in Community Settings 2 di/1 lab=3 OTD 775 ADVANCING	Healthcare Admin & Management 3 OTD 875 LEADING			Creative Leadership & Entrepreneurship 3 OTD 925 LEADING Hybrid	Capstone Dissemination 1 CAPSTONE Hybrid
	Quant & Qual Analysis for Health Professions 1 lab OTD 735 KNOWING	Adult Rehabilitation I 3 di/1 lab=4 OTD 780 DOING		Capstone PREP 2 OTD 901 CAPSTONE				
	Applied Neurology 3 OTD 740 KNOWING	Fieldwork Level 1-B 1 clinical OTD 784 DOING						
	Upper Extremity Rehabilitation 2 di/2 lab=3 OTD 745 DOING							
	Documentation in OT 1 OTD 750 DOING	Applied Research Project 3 di/1 lab=4 OTD 790 DOING						
9	18	18	9	16	9	9	10	10
TOTAL CREDIT HOURS: 108 (64 didactic/ 12 lab / 16 clinical/ 16 capstone)								

KEY

Purple Thread:
KNOWING

Yellow Thread:
DOING

Orange Thread:
ADVANCING

Figure 1: eOTD Curriculum Overview & Course of Study

Philosophy

Occupational therapy focuses on helping a person engage in everyday activities that they want and need to do (WFOT, 2019a). Driving, cooking, dressing, bathing, and playing are common everyday occupations. Occupational therapists are skilled in helping a person return to meaningful activities or adapt and modify activities in order to support the highest quality of life when development, injury, or chronic illness has negatively impacted daily life. Occupational therapists believe that “people of all ages and abilities require occupation to grow and thrive” (Hooper & Wood, 2019, pg. 46). Building upon that perspective, occupational therapists use occupation as an avenue to promote health and well-being (WFOT, 2019a). Students who enter the field of occupational therapy often have excellent interpersonal skills and strong interests or backgrounds in psychology/ social sciences, athletic performance/ movement, anatomy, and neurosciences.

The Cox College Occupational Therapy (OT) Program anchors curriculum design in the fundamentals of occupation, occupational performance, and occupational participation. 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.”

The Cox College OT Program embraces Universal Design for Learning (UDL) concepts (Novak, 2016; Rose, 2002) using a multi-modal approach to learning which provides neuro-diverse learning opportunities. The curriculum provides varied practice (Brown, Roediger, & McDaniel, 2014) opportunities for engagement and exploration of concepts, facilitates integration and reflection, and encourages depth of responses from the adult learner. The curriculum is designed to focus on knowledge translation (Breen et al., 2018; Straus, Tetroe, & Graham, 2009) resulting in synthesis of information and ethically-sound application of knowledge that positively impacts the student and benefits those served.

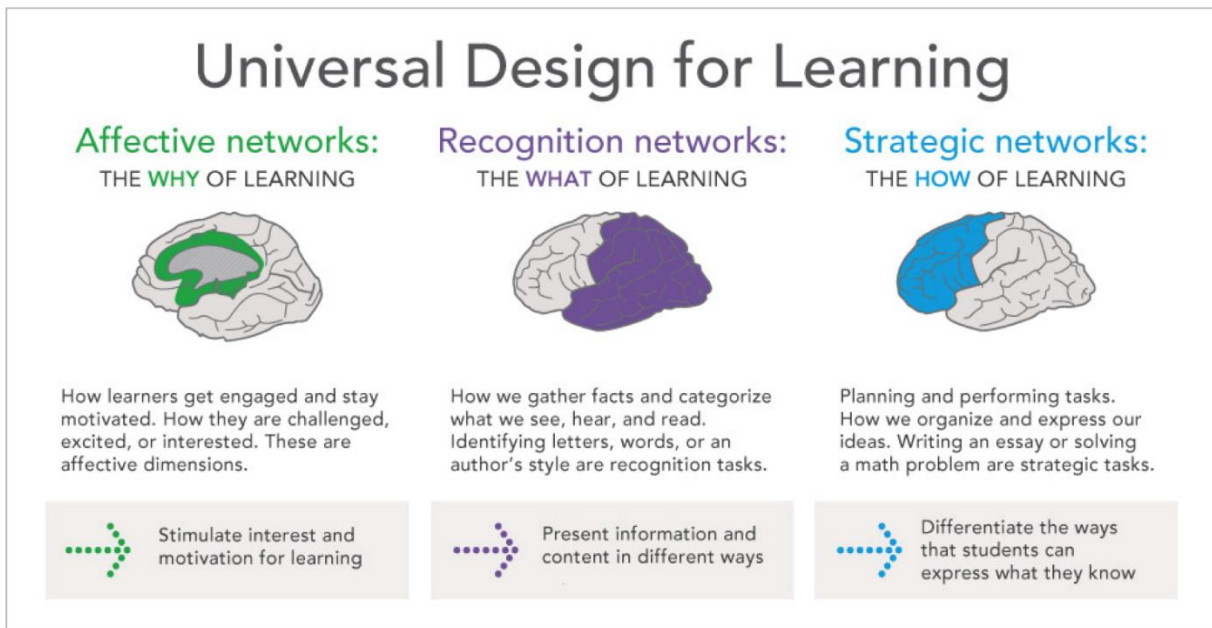


Figure 2: Universal Design for Learning Adapted from [UDL Resources - UDL and Technology -Putting It Together for student success- Removing Barriers \(weebly.com\)](#) . Retrieved 2.24.2022

The Cox College OT Program utilizes a strengths-based approach that focuses on opportunities for specific intellectual virtue development. Students who are fueled by curiosity develop intrinsic motivation to find effective solutions when that curiosity is combined with critical inquiry. Keeping with foundations in the philosophical study of knowledge acquisition (Baehr, 2021), the Cox College OT Program values the development of personal characteristics that enhance learning. Deployment of curriculum targets emerging intellectual virtues including, but not limited to:

- Curiosity
- Open-mindedness
- Intellectual Courage
- Intellectual Autonomy
- Intellectual Carefulness
- Intellectual Humility
- Attentiveness/ Awareness
- Intellectual Thoroughness
- Intellectual Tenacity

We believe that natural motivation for learning and traditional philosophy of education concepts such as grit, metacognition, self-reflection, positive patterns of thought, active learning, growth mindset, and resilience directly intersect within the development of intellectual virtues. The development of these virtues combined with a heart for service results in an increased capacity to

become a dynamic professional, who is skilled in therapeutic use of self, is clinical competency, and adopts habits of life-long learning.

The threads of KNOWING, DOING, ADVANCING, and LEADING encapsulate the mission of the curriculum and the outcome goals. The Person-Environment-Occupation-Performance (PEOP) model, the Occupational Therapy Practice Framework (OTPF) (AOTA, 2020), and current standards of the profession are the theory foundations that are the backbone of the entire curriculum. Faculty value active student engagement and promote active learning through course design that includes multiple opportunities for engagement. Faculty align lesson planning and methods for course refinement with current evidence-based teaching in occupational therapy education for student-centered teaching practices as described by Henderson (2021). The profession's core beliefs in the relationship between occupation and health and its view of people as occupational beings is evident in the Cox College OT curriculum. The curriculum offers opportunities for:

- 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 humans as occupational beings, occupational performance, and on the complex processes by which people find meaning and health through the interactive person-environment process of 'doing' or engaging in occupations (examination of areas of occupation, performance skills and performance patterns).
- 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, intellectual virtues, and growth mindset principles 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.
- Intentional use of the PEOP – OTPF standards of practice with applied course content and objectives as the major anchoring theories in curriculum content.

The curriculum sequence provides:

- The structure and function of the human body as it relates to occupations (*KNOWING*);
- Theoretical and philosophical foundations of occupational therapy practice (*KNOWING*);

- Opportunities for professional identity development including professional attitudes and behaviors, self-reflection, goal-setting, and therapeutic use of self (*KNOWING*);
- Assessment of strengths and barriers to everyday task performance and engagement in the following areas: play and leisure, social participation, ADLS, IADLs, rest and sleep, education, health management, and work (See Table 1 for examples);
- Clinical competence in general areas of practice, and beginning specialization as a reflective entry-level professional (*DOING*);
- Identification and treatment of developmental and acquired occupational dysfunctions using evidence-based and occupation-based assessments and interventions (*DOING*);
- Use of iterative clinical inquiry in order to create the habits of an evidence-based practitioner (*DOING & ADVANCING*);
- Opportunities for growing discernment in deciphering reliable and valid evidence to inform clinical practice while also building capacity to contribute sound evidence to the profession (*ADVANCING*);
- Synthesis of evidence and innovation with efficient and effective business practices in order to advance the delivery of occupational therapy services (*ADVANCING*);
- Growing capacity for self-reflection and self-care as a healthcare professional focused on recognizing and mitigating the symptoms of burn-out before they affect personal health and professional performance (*ADVANCING*);
- Opportunities for embracing innovation and technology to design practical solutions for everyday performance needs (*ADVANCING*);
- Leadership and advocacy training for responsible, collaborative clinical practice (*ADVANCING & LEADING*);
- Opportunities for building awareness of healthcare disparities in order to create inclusive healthcare solutions for diverse populations (*LEADING*);
- Critical internal and external environment evaluation in order to determine viable solutions in emerging practice to expand access to occupational therapy services for those who need us (*LEADING*);
- Applied practice in critical thinking that begins to advance professional practice following Level-II Fieldwork experiences (*ADVANCING*);
- One-on-one guidance in deploying meaningful contributions to occupational therapy practice and/or leadership in the profession (*CAPSTONE*).

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Accreditation

The Cox College entry-level occupational therapy doctorate program has filed a letter of intent seeking candidacy and accreditation from the Accreditation Council for Occupational Therapy Education (<https://www.aota.org/Education-Careers/Accreditation.aspx>) of the American Occupational Therapy Association (www.aota.org), located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its Web address is www.acoteonline.org. Proposed graduates of the program will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. **Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.**

Admission Requirements

The occupational therapy program begins in the fall of each academic year. Applications are accepted for consideration from July until early March. To apply to the occupational therapy program, submit the following through the Centralized Application Service for Occupational Therapy (OTCAS):

7. **Undergraduate Credit Hours:** Applicants must have completed 90 credit hours toward a baccalaureate degree or hold a baccalaureate degree and submit transcripts showing a **cumulative GPA of at least a 3.0**.
 - a. Submit the required pre-requisite course transcripts (through OTCAS) before starting the MSOT program. Students must have at least a 3.0 GPA to apply. GPA is calculated in two ways: full GPA and Prerequisite GPA. We encourage applicants to make sure they meet a minimum of 3.0 in both calculations.
 - b. COVID-19 Update: The MSOT Department recommends that applicants choose a letter grade option for undergraduate course instead of pass/fail credit, if possible. Courses transferring with pass/fail credit will be calculated as a “C” for admissions purposes.
8. **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.
9. **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 can be found in OTCAS). *This requirement is waived for OTA candidates. COVID-19 Update: Due to COVID-19, this requirement is waived for applicants who do not have access to an OT setting for observation.*
10. **Community Service Hours:** Documentation of volunteer hours in any community setting, going back as far as junior high, is preferred. However, due to COVID-19, this requirement can be adjusted to only included all pre-2020 volunteer hours. Applicants are encouraged to reflect all community service as this does improve applicant status in our admissions process. Community service is not expected to be within an occupational therapy or medical setting (all community service counts—volunteering with animals, children, underserved populations, or community improvement organizations are all equally considered). These forms can be found in OTCAS.
11. **Professional References:** Submit 3 professional references. Note: one must be from a registered occupational therapist. *Applicants who have not had the opportunity to establish a relationship with an OT, due to COVID-19 restrictions, are encouraged to submit their three best references.*
12. **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).

5. 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
 - vi. Resume (We recommend that the resume outlines the applicant's professional journey to the point of application to the program.)
 - vii. Writing Sample (We recommend the applicant submit a sample that includes references and is written in APA style formatting. However, we will accept a variety of style formats. Many applicants choose to submit a research paper or a formal paper from a favorite undergraduate course.)
6. Apply to Cox College (<http://coxcollege.edu/index.php/applications>); submit graduate application and \$50 application fee.
 7. 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.
 8. 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. Applicants may be in progress of completing prerequisite courses in the spring semester of the application due date.

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
Life-Span Development/Developmental Psychology	3
English Composition	3
Public Speaking/ Communications	3
Statistics (Biostats or Psych stats)*	3
Medical Terminology (may be taken online; need proof of proficiency)	1

All pre-requisites must be taken within 10 years of application to the MSOT Program.

*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 the Admissions Office.

Students should have a strong working knowledge of computers and experience in an online learning environment. Students are encouraged to enter the program with basic computer skill proficiency.

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	76 credit hours
Capstone courses	16 credit hours
Clinical Education	<u>16</u> credit hours
Total	108 credit hours

Course Number	Course Name	Credit Hours
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YEAR ONE

OTD 702	Applied Anatomy & Kinesiology (includes LAB)	4
OTD 710	Professional Identity & Therapeutic Use of Self	3
OTD 712	The OT Process (Lab Course)	2
OTD 715	Pathophysiology and Occupational Performance	3

OTD 720	OT Foundations	2
OTD 725	Development of Human Occupations (Lab Course)	3
OTD 730	Evidence-Based Practice & Scholarly Inquiry	2
OTD 735	Quantitative & Qualitative Analysis of Health Professions (Lab)	1
OTD 740	Applied Neurology	3
OTD 745	Upper Extremity Rehabilitation (Lab Course)	3
OTD 750	Documentation in Occupational Therapy	1
OTD 755	Psychosocial Occupational Therapy Practice (Lab Course)	4
OTD 748	Fieldwork Level I-A (Clinical Hours)	1
OTD 760	Group Process in Occupational Therapy	1
OTD 765	Ethics, Culture, & Global Perspectives	3
OTD 780	Adult Rehabilitation I (Lab Course)	4
OTD 784	Fieldwork Level 1-B (Clinical Hours)	1
OTD 790	Applied Research Project (Lab Course)	4

YEAR TWO

OTD 770	Innovations & Technology to Support Occupational Performance (Lab Course)	3
OTD 795	Vision, Perception, & Cognition	3
OTD 775	Best Practice in Occupational Therapy in Community Settings (Lab Course)	3
OTD 810	Adult Rehabilitation II (Lab Course)	4
OTD 814	Fieldwork Level 1-C (Clinical Hours)	1
OTD 820	Pediatric Occupational Therapy Practice (Lab Course)	5
OTD 826	Fieldwork Level 1-D (Clinical Hours)	1
OTD 875	Administration & Management in Occupational Therapy	3
OTD 901	Capstone Preparation	2
OTD 882	Fieldwork Experience Level II-A (Clinical Hours)	6

OTD 880	Evidence-Based Practice & Clinical Synthesis I (Online)	3
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Year THREE

OTD 886	Fieldwork Experience Level II-B (Clinical Hours)	6
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OTD 886	Evidence-Based Practice & Clinical Synthesis II (Online)	3
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OTD 895	Critical Thinking in Applied Practice (Hybrid)	3
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OTD 905	Capstone Project (Hybrid)	4
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OTD 925	Creative Leadership & entrepreneurship (Hybrid)	3
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OTD 920	Capstone Experience (Clinical & Lab Hours)	9
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OTD 924	Capstone Dissemination	1
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COURSE DESCRIPTIONS—GENERAL EDUCATION

BIOLOGY

BIOL 117 **Introduction to Anatomy & Physiology** **3 Credit Hours**

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 course is cross-listed with MACC 117.

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 cross-listed as 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**

Pre-requisite(s): BIOL 205 Anatomy, or an approved transfer AP Course.

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 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 and effects of environment upon bacteria. Lecture and laboratory.

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. Cross-listed with NRNC 382.

CHEMISTRY

CHEM 103 **Fundamentals of Chemistry** **4 Credit Hours**

An introductory course dealing with the fundamentals and basic concepts of chemistry, such as measurements, matter, energy, atomic theory, nomenclature, chemical quantities, reactions, stoichiometry, molecular and electronic structure, and equilibrium. This course is designed primarily for general college students as well as those in specialized programs. Lecture and laboratory.

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 test out of the class with an earned minimum score of 75%. This proficiency test will be available through the Student Resources Center prior to the start of the class. Students who do not pass the proficiency test will attend seven weeks of online instruction and a final examination. Letter grades are assigned at the completion of the course.

ENGLISH

ENGL 150 English Composition

3 Credit Hours

An introductory writing course focused on college-level writing strategies to improve language and grammar in written communication in a variety of modes. The process of critical thinking, composing, revising and editing are emphasized, and basic research skills and documentation techniques are introduced. **A TEAS is an option for students to comp out of ENGL 150. A passing score of 70% is required.**

ENGL 207 Expository Writing

3 Credit Hours

Prerequisite: ENGL 150 or equivalent

This course is designed to reinforce essay composition skills and encourage writing for academic purposes. Students will be able to define elements of composition as well as understand important techniques involved in the writing style. This course will place emphasis on macro-level composition skills such as essay structure, paragraph structure, coherence, unity; and micro-level skills such as sentence structure, grammar, vocabulary, spelling, and mechanics.

HUMANITIES

HUMN 108 Spanish for Healthcare Professionals

3 Credit Hours

This course will introduce students in healthcare fields who have little to no formal background in Spanish to various ways of communicating effectively with the Spanish-speaking population within a healthcare environment. This course is the same as NRSI 108, NRSA 108, NRNC 108, and SDI 108.

HUMN 238 Common Reader

3 Credit Hours

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 includes a research component related to the text. This course is the same as NRSI 238, NRNC 238, and SDI 238.

MATHEMATICS

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. **TEAS is an option for students to comp out of MATH 150. A passing score of 70% is required.**

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 course provides an introduction to the study of psychology. Students will increase their understanding of behavior and cognition. Topics studied include research methods, biology of behavior, motivation, emotion, sensation, perception, learning, human growth and development, memory, personality, social psychology, and psychopathology and treatment methods.

PSYC 230 Life-Span Development

3 Credit Hours

Prerequisite: PSYC 101 (BSDI Exception)

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 U.S. 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 are included.

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

Prerequisite: SOCI 101 (BSDI Exception)

Increases familiarity with cultural diversity in the U.S. and globally. Devotes attention to such issues as religious, racial, and socioeconomic diversity.

COURSE DESCRIPTIONS— INTERPROFESSIONAL UNDERGRADUATE STUDIES

ASSOCIATE OF SCIENCE IN NURSING

NURS=ASN Entry. NURN=ASN Entry Nights and Weekends. NLPN=LPN-ASN Bridge. NURM=Monett Branch.

NURS/NURN/NLPN/NURM 105 Clinical Applications I (4 LEC & 3 LAB) 7 Credit Hours
Three hours of theory and nine 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/NURN/NLPN/NURM 106 Clinical Applications II (4 LEC & 3 LAB) 7 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, illness prevention, and health restoration for clients from infancy through adulthood throughout the community. Care of the childbearing and childrearing families are explored, focusing on commonly seen health alterations. This course also explores alterations occurring in adults, including alterations in nutrition, perception, sexuality, and reproduction.

NURS/NURN/NLPN/NURM 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/NURN/NLPN/NURM 206 Clinical Applications III (4 LEC & 3 LAB) 7 Credit Hours
Building on content provided in previous courses, emphasis is now placed on health restoration and facilitation of coping in individuals across the life span. This course explores alterations in mental health, immunity, metabolism, elimination, and mobility.

NURS/NURN/NLPN/NURM 208 Clinical Applications IV (4 LEC & 3 LAB) 7 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, communication, and collaboration with other members of the healthcare team. Students engage in therapeutic nursing interventions, role development, and discovery to gain knowledge and experience in the care of multiple and physiologically unstable clients.

NURS/NURN/NLPN/NURM 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 understanding of medication action, appropriate uses, adverse effects, nursing implications, and client education for various drugs/drug categories based on currently available evidence. The role of the nurse as an integral part of the healthcare team will be emphasized throughout the course as it relates to safe medication administration.

NURS/NURN/NLPN/NURM 309 Fundamentals of Gerontology 2 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/NURN/NLPN/NURM 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. 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.

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.

RAD 120	Imaging Procedures I	2 Credit Hours
<i>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.</i>		
An introduction to radiographic procedures and terminology. This course emphasizes routine radiographic procedures. Includes image analysis, image critique, radiation protection, and demonstrations of positioning.		
RAD 121	Imaging Procedures I Lab	3 Credit Hours
<i>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.</i>		
Lab demonstrations, lab practice, and lab evaluations of the basic radiographic positioning including routine and specialized positions of the extremities, chest, bony thorax, spine, cranium, and skull.		
RAD 122	Imaging Procedures II	3 Credit Hours
<i>Prerequisites: RAD 100, RAD 120, RAD 121</i>		
<i>Corequisites: RAD 123, RAD 142, RAD 161, RAD 191</i>		
An advanced study of radiographic procedures and terminology. This course emphasizes fluoroscopic and special procedures. Includes image analysis, image critique, radiation protection, and demonstrations of positioning. (2 theory, 1 lab)		
RAD 123	Imaging Procedures III	2 Credit Hours
<i>Prerequisites: RAD 100, RAD 120, RAD 121</i>		
<i>Corequisites: RAD 122, RAD 142, RAD 161, RAD 191</i>		
An advanced study of radiographic procedures and terminology. This course emphasizes special views of bony anatomy. Includes image analysis, image critique, radiation protection, and demonstrations of positioning. (1 theory, 1 lab)		
RAD 141	Radiation Physics I	2 Credit Hours
<i>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.</i>		
An introduction to the fundamental principles of energy, physics, and electromagnetic radiation as they relate to radiographic imaging. Special consideration is given to radiation classifications, exposure factors, radiation production, basic biological effects, and essential principles of radiation safety.		
RAD 142	Radiation Physics II	2 Credit Hours
<i>Prerequisites: RAD 141</i>		
<i>Corequisites: RAD 122, RAD 123, RAD 161, RAD 191</i>		
An advanced discussion on principles of energy, physics, and electromagnetic radiation as they relate to radiographic imaging. Special consideration is given to advanced concepts on radiation classifications, exposure factors, interactions in matter, as well as radiation doses, units, and conversions.		
RAD 161	Image Production I	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 122, RAD 123, RAD 142, RAD 191

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. (2 clinical and 1 theory.)

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

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

Prerequisite: None

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

Prerequisite: None

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

Prerequisite: None

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 307 DMS Capstone I

3 Credit Hours

Prerequisite: None

Comprehensive overview of the program curriculum in preparation for the ARDMS certification examinations in the concentrations of Abdomen and Obstetrics & Gynecology.

DMS 308 Sonographic Abdominal & Small Parts Pathology I

3 Credit Hours

Prerequisite: None

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

Prerequisite: None

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

Prerequisite: None

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 verses 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

Prerequisite: None

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

Prerequisite: None

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

Prerequisite: None

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

Prerequisite: None

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 327 DMS Capstone II 4 Credit Hours

Prerequisite: None

Continued comprehensive overview of the program curriculum in preparation for the ARDMS certification examinations in the concentrations of Abdomen, Obstetrics & Gynecology, and Vascular.

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 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

Prerequisite: None

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

Prerequisite: None

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 Clinical Practice I 2 Credit Hours

Prerequisite: None

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 Clinical Practice II 3 Credit Hours

Prerequisite: None

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 Clinical Practice 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 Clinical Practice 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 Clinical Practice 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 Clinical Practice 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 Clinical Practice 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 Trajecsyst Reporting System. Clinical settings vary through the course of the specialty program.

ECH 300 Cardiovascular Physics & Instrumentation 3 Credit Hours

Prerequisite: None

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

Prerequisite: None

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

Prerequisite: None

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: None

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.

MRI 329 MRI Imaging Production and Procedures I

3 Credit Hours

Prerequisite: None

This course discusses clinical applications, coils that are used, considerations for scan sequences, protocols, and positioning of basic/common examinations. An overview of MR imaging principles and their associated instrumentation in the construction of an MR image is presented. Discussion of parameters, pulse sequences, and other physics topics are introduced to the student.

MRI 331 MRI Imaging Production and Procedures II

2 Credit Hours

Prerequisite: MRI 329

SDI 108 Spanish for Healthcare Professionals 3 Credit Hours

SDI 238 Common Reader 3 Credit Hours

SDI 300 Specialty Imaging Ethics 3 Credit Hours

SDI 301 Emotional Intelligence in Leadership 3 Credit Hours

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 304 Specialty Imaging Pathology

2 Credit Hours

Prerequisite: None

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 311 Building Team Culture

3 Credit Hours

Prerequisite: None

This course is intended to provide students foundational knowledge in building team culture. This course is to help students grow in their leadership roles while working within a team setting within business, healthcare, and professional communities. The student will learn the 17 essential qualities of a team leader. This course is the same as NRNC 311 and NRSI 311.

SDI 314 Specialty Imaging Patient Care and Safety

3 Credit Hours

Prerequisite: None

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 315 Introduction to Healthcare Management

3 Credit Hours

Prerequisite: None

This course introduces the importance of management in the healthcare industry. Through a variety of resources, media and interaction, students will assess organizational behavior, financing, ethics, strategic planning, marketing, quality improvement, teamwork, and cultural proficiency to departmental and organizational performance. This course is the same as NRNC 315 and NRSI 315.

SDI 319 Managing Difficult Conversations

3 Credit Hours

Prerequisite: None

This course will explore how to properly confront issues and carry out difficult conversations. The student will learn how to eliminate the cycle of avoidance and overreaction through an approach called The Learning Conversation. The skills developed in this course will increase effectiveness in conversations, build

self-confidence and a strong sense of integrity and self-respect, and most importantly strengthen relationships. This course is the same as NRNC 319 and NRSI 319.

SDI 320 Advanced Digital Imaging & Informatics

2 Credit Hours

Prerequisite: None

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 322 Introduction to Conflict Management

3 Credit Hours

Prerequisite: None

Conflict is a reality in all communities, workplaces, and educational settings. Understanding how conflict works and how to manage conflict effectively is a relevant and desirable skill. This course introduces methods for understanding and effectively responding to conflict. Students will learn their own conflict style, as well as the ability to identify others, thereby improving the effectiveness of communication. This course is the same as NRSI 322 and NRNC 322.

SDI 334 Foundational Leadership

3 Credit Hours

Prerequisite: None

This course is intended to provide students a working knowledge in foundations of leadership to prepare them for leadership roles within the business, healthcare, and professional communities.

Students will gain knowledge about the components that make leadership successful. Theoretical and practical skills of leadership both professionally and personally will be explored throughout this course. This course is the same as NRSI 334 and NRNC 334.

SDI 340 Clinical Practice I

3 Credit Hours

Prerequisite: None

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 344 Healthcare Finance

3 Credit Hours

Prerequisite: None

This course aims to prepare the allied health professional with terminology, conceptual knowledge, and practical approaches to budgeting, financial statements, fiscal status, and strategies of the modern healthcare environment. Emphasized is the manager's role in recording, analyzing, and applying financial operations and effectively communicating financial decisions. This course is the same as NRSI 344 and NRNC 344.

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 NRSI 350 and NRNC 350.

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 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. This 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 and NRNC 359.

SDI 360 Clinical Practice II**1 Credit Hour***Prerequisite: SDI 340*

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 364 Specialty Imaging Capstone I**3 Credit Hours***Prerequisite: None*

This course is a comprehensive overview of the program curriculum in preparation for the specialty credential examination(s).

SDI 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 NRSI 371 and NRNC 371.

SDI 380 Specialty Imaging Capstone II**1 Credit Hour***Prerequisite: None*

This course is a comprehensive overview of the program curriculum in preparation for the specialty credential examination(s).

SDI 392 Regulatory Trends in Radiologic Sciences and Imaging**3 Credit Hours***Prerequisite: None*

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.

SDI 400 Clinical Practice III**3 Credit Hours***Prerequisites: SDI 340, SDI 360*

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, and Echocardiography students.

SDI 401 Clinical Practice III**3 Credit Hours***Prerequisites: SDI 340, SDI 360*

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.

SDI 410 Clinical Practice IV**3 Credit Hours***Prerequisites: SDI 340, SDI 360, SDI 401 or instructor permission for CT accelerated*

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 411 Clinical Practice V**1 Credit Hours***Prerequisites: SDI 410 or instructor permission for CT accelerated*

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 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 NRSI 430 and NRNC 430.

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. This course is the 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.

SDI 695 Enhancing Professional Practice Through Self-Compassion and Psychological Flexibility**1 Credit Hours**

Prerequisite: None

The course is designed to provide students the opportunity to learn (KNOWING) the core processes of Acceptance and Commitment Therapy (ACT) in order to practice (DOING) those processes by applying them to their own experiences.

ACT research suggests that practitioners use the processes in their own lives before applying them to their clinical practice, therefore this course serves as a foundation for holistic, client-centered practice. Through the use of the six core processes of ACT (Present Moment; Values; Committed Action; Self As Context; Cognitive Defusion; and Experiential Acceptance), people develop Psychological Flexibility which is associated with improved mental health and functioning.

This course will include virtual components that address the KNOWING content and in-person (or online synchronous if needed) to practice the DOING content. Students will identify and define the six core processes, and implement the ACT principles into their daily life to attempt to increase their own psychological flexibility. Same as MSOT 695E.

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 238 Common Reader

3 Credit Hours

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 includes a research component related to the text. This course is the same as SDI 238, HUMN 238, and NRSI 238.

NRNC 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. Varying forms of technology are explored as resources for the enhancement of communication, clinical decision-making, professional role development, and knowledge discovery. Student will be enhancing their skill with various software applications and exploring current issues related to the use of technology in the care of patients.

NRNC 301 Emotional Intelligence in Leadership

3 Credit Hours

Prerequisite: None

This course will explore emotional intelligence as a valuable skill and tool to building a healthy and thriving organization. This course will include the study of leaders who used emotional intelligence to overcome adversity and navigate change in their own organizations. The model of emotional intelligence and diversity encompasses the ability to feel, understand, articulate, manage, and apply the power of emotions to interactions across lines of differences. Students will develop tools for personal

development and learn how to leverage them in order to take ownership over who they are and how they lead. This course is the same as SDI 301.

NRNC 311 Building Team Culture 3 Credit Hours

Prerequisite: None

This course is intended to provide students foundational knowledge in building team culture. This course is to help students grow in their leadership roles while working within a team setting within business, healthcare, and professional communities. The student will learn the 17 essential qualities of a team leader. This course is the same as SDI 311.

NRNC 312 Health Assessment 2 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 315 Introduction to Healthcare Management 3 Credit Hours

Prerequisite: None

This course introduces the importance of management in the healthcare industry. Through a variety of resources, media and interaction, students will assess organizational behavior, financing, ethics, strategic planning, marketing, quality improvement, teamwork, and cultural proficiency to departmental and organizational performance. This course is the same as SDI 315.

NRNC 319 Managing Difficult Conversations 3 Credit Hours

Prerequisite: None

This course will explore how to properly confront issues and carry out difficult conversations. The student will learn how to eliminate the cycle of avoidance and overreaction through an approach called The Learning Conversation. The skills developed in this course will increase effectiveness in conversations, build self-confidence and a strong sense of integrity and self-respect, and most importantly strengthen relationships. This course is the same as SDI 319.

NRNC 325 Introduction to Conflict Management 3 Credit Hours

Conflict is a reality in all communities, workplaces, and educational settings. Understanding how conflict works and how to manage conflict effectively is a relevant and desirable skill. This course introduces methods for understanding and effectively responding to conflict. Students will learn their own conflict style, as well as the ability to identify others, thereby improving the effectiveness of communication. This course is the same as NRSI 325 and SDI 325.

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 334 Foundational Leadership

3 Credit Hours

Prerequisite: None

This course is intended to provide students a working knowledge in foundations of leadership to prepare them for leadership roles within the business, healthcare, and professional communities. Students will gain knowledge about the components that make leadership successful. Theoretical and practical skills of leadership both professionally and personally will be explored throughout this course. This course is the same as SDI 334.

NRNC 344 Healthcare Finance

3 Credit Hours

Prerequisite: None

This course aims to prepare the allied health professional with terminology, conceptual knowledge, and practical approaches to budgeting, financial statements, fiscal status, and strategies of the modern healthcare environment. Emphasized is the manager's role in recording, analyzing, and applying financial operations and effectively communicating financial decisions. This course is the same as SDI 344.

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 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. This course is the same as BIOL 382.

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 studies.

NRNC 402 Management and Leadership in Nursing (3 LEC & 1 LAB) 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 focuses on the synthesis of the nurse into the nursing profession, emphasizing nursing's body of knowledge, the legal and ethical responsibilities of nurses, and the issues they face. 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 how disease is distributed in global populations and factors that determine this distribution. Principles of epidemiology, surveillance and investigation, outbreak control measures, preventative measures, and epidemiologic studies are discussed. Epidemiology reasoning for public health and clinical practice related to existing and emerging diseases will be emphasized. 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 Houston; NRSA = BSNA)**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 (2 LEC & 1 LAB)**3 Credit Hours**

Three hours of theory and 45 clinical laboratory hours

Introductory classroom and laboratory course designed to introduce the student to conceptual threads and skills fundamental to the practice of nursing. Provides practical application and hands-on learning for basic nursing skills and basic physiological concepts associated with each skill.

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 (3 LEC & 0 LAB) 3 Credit Hours

Two hours of theory each week and 45 clinical laboratory hours.

This course provides the students with the knowledge and skill necessary to perform a comprehensive health assessment utilizing the skills of history taking, inspection, palpation, percussion, and auscultation. Normal assessment findings, frequently seen variations from normal and cultural differences are discussed. The focus is on the adult client with adaptations across the life span introduced from infancy through geriatrics.

NRSI/NRSC/NRSA 212 Mental Health/Illness Nursing Concepts (3 LEC & 3 LAB) 3 Credit Hours

This course focuses on evidence-based 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.

NRSI/NRSC/NRSA 238 Common Reader 3 Credit Hours

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 includes a research component related to the text. This course is the same as HUMN 238, NRNC 238 and SDI 238.

NRSI 280/NRSA 280 Adult Medical Surgical Nursing I (4 LEC & 0 LAB) 4 Credit Hours

2 hours of theory each week and 90 hours of laboratory hours.

The medical surgical nursing courses focus 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/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/NRNC 301 Emotional Intelligence in Leadership 3 Credit Hours

Prerequisite: None

This course will explore emotional intelligence as a valuable skill and tool to building a healthy and thriving organization. This course will include the study of leaders who used emotional intelligence to overcome adversity and navigate change in their own organizations. The model of emotional intelligence and diversity encompasses the ability to feel, understand, articulate, manage, and apply the power of emotions to interactions across lines of differences. Students will develop tools for personal development and learn how to leverage them in order to take ownership over who they are and how they lead. This course is the same as SDI 301.

NRSI/NRSA 303 Professional Nursing Concepts 3 Credit Hours

This course provides an overview of relevant issues in professional nursing facilitating socialization into professional practice through exploration of historical, legal, ethical, economic, political, and social trends and issues in nursing & health care.

NRSI/NRSC/NRSA 304 Care of Childbearing Families (3 LEC & 2 0 LAB) 3 Credit Hours

Two hours of theory each week and 45 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.

NRSI/NRSC/NRSA 305 Care of Childrearing Families (3 LEC & 2 0 LAB) 3 Credit Hours

Two hours of theory each week and 45 clinical laboratory hours.

This course will focus on the development of competencies for the nursing management of children experiencing potential and actual alterations in health. An emphasis will be placed on the nurse's role in health assessment and health promotion. Normal functioning and patterns of alteration for children within the context of the family are covered. The course will emphasize the nurse's role in the application of nursing process utilizing critical thinking and problem solving while managing care of children and their families and working collaboratively with other health professionals to promote health. Sociocultural, economic, political, and ethical factors that impact health promotion, disease prevention and risk reduction for the childrearing family are examined. The applications of research and evidence-based nursing practice as applied to the childrearing family are examined.

NRSI/NRSC/NRSA 309 Fundamentals of Gerontology 2 Credit Hours

This course examines the physical, psychological, sociocultural, and spiritual aspects of aging. The health of the older adult is studied with emphasis on communication, health promotion, illness prevention, and therapeutic interventions that impact the health and wellness of the older adult.

NRSI/NRSC/NRSA 310 Adult Medical Surgical Nursing II (8 LEC & 0 LAB) 8 Credit Hours
(Old curriculum)

Four hours of theory each week and 180 clinical laboratory hours.

A continuation of Adult Medical Surgical Nursing I, this course will expand the development of the role

of the professional nurse as a health teacher and advocate along with expanding critical thinking and decision-making skills.

NRSI/NRNC 311 Building Team Culture

3 Credit Hours

Prerequisite: None

This course is intended to provide students foundational knowledge in building team culture. This course is to help students grow in their leadership roles while working within a team setting within business, healthcare, and professional communities. The student will learn the 17 essential qualities of a team leader. This course is the same as SDI 311.

NRSI/NRNC 315 Introduction to Healthcare Management

3 Credit Hours

Prerequisite: None

This course introduces the importance of management in the healthcare industry. Through a variety of resources, media and interaction, students will assess organizational behavior, financing, ethics, strategic planning, marketing, quality improvement, teamwork, and cultural proficiency to departmental and organizational performance. This course is the same as SDI 315.

NRSI/NRNC 319 Managing Difficult Conversations

3 Credit Hours

Prerequisite: None

This course will explore how to properly confront issues and carry out difficult conversations. The student will learn how to eliminate the cycle of avoidance and overreaction through an approach called The Learning Conversation. The skills developed in this course will increase effectiveness in conversations, build self-confidence and a strong sense of integrity and self-respect, and most importantly strengthen relationships. This course is the same as SDI 319.

NRSI/NRSC/NRSA 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 the same as NURS 321; nursing elective.

NRSI/NRNC 322 Introduction to Conflict Management

3 Credit Hours

Conflict is a reality in all communities, workplaces, and educational settings. Understanding how conflict works and how to manage conflict effectively is a relevant and desirable skill. This course introduces

methods for understanding and effectively responding to conflict. Students will learn their own conflict style, as well as the ability to identify others, thereby improving the effectiveness of communication. This course is the same as SDI 322.

NRSI/NRSC/NRSA 325 Medical Surgical Nursing II (4 LEC & 3 LAB) 7 Credit Hours

Four hours of theory each week and 135 laboratory hours

The medical surgical nursing courses focus 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/NRNC 334 Foundational Leadership 3 Credit Hours

Prerequisite: None

This course is intended to provide students a working knowledge in foundations of leadership to prepare them for leadership roles within the business, healthcare, and professional communities. Students will gain knowledge about the components that make leadership successful. Theoretical and practical skills of leadership both professionally and personally will be explored throughout this course. This course is the same as SDI 334.

NRSI/NRSC/NRSA 335 Medical Surgical Nursing III (4 LEC & 3 LAB) 7 Credit Hours

The medical surgical nursing courses focus 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/NRNC 344 Healthcare Finance 3 Credit Hours

Prerequisite: None

This course aims to prepare the allied health professional with terminology, conceptual knowledge, and practical approaches to budgeting, financial statements, fiscal status, and strategies of the modern healthcare environment. Emphasized is the manager's role in recording, analyzing, and applying financial operations and effectively communicating financial decisions. This course is the same as SDI 344.

NRSI/NRSC/NRSA 345 Medical Surgical Nursing IV LAB ONLY 4 Credit Hours

This is the simulation and skills course of the medical surgical nursing courses. Use of critical thinking, decision-making and research will be incorporated into teaching, caring, and collaborative role of the nurse in the simulation and laboratory setting.

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 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 358**Cross-Cultural Healthcare (3 LEC & 0 LAB)****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 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 (2 LEC & 1 LAB) 3 Credit Hours

Two 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 (3 LEC & 0 LAB) 3 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 404 Community and Public Health Nursing (3 LEC & 0 LAB) 3 Credit Hours

Two hours of theory and one clinical hour. 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 (7 HYB & 0 LAB) 7 Credit Hours

This course is taken by BSN-E and BSN-A students and must be taken during the FINAL semester.

Two hours of hybrid learning each week and 180 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. **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.

COURSE DESCRIPTIONS—INTERPROFESSIONAL GRADUATE STUDIES

MASTER OF SCIENCE IN NURSING

MSN 502 Leadership in Health Care & Nursing Education Systems 3 Credit Hours

Prerequisite: Undergraduate Leadership or equivalent

This course is designed to provide the masters prepared nurse with contemporary innovative solutions for transforming healthcare. Interprofessional collaboration and teamwork are emphasized. Student will critically analyze case studies in leadership and apply advanced concepts to scenarios. Students will engage in personal reflection to improve self-awareness and authenticity as a leader.

MSN 504 Advanced Physiology and Pathophysiology 3 Credit Hours

Prerequisite: Undergraduate Pathophysiology or equivalent

This course is designed to provide the master's prepared nurse with an advanced understanding of the concepts of human pathophysiology. Student will critically analyze case studies in clinical pathophysiology and apply advanced concepts to scenarios. The course will assist the student to develop refined analytical skills and connect theory and evidence-based practice.

MSN 506 Ethical and Legal Practice in Health Care 3 Credit Hours

Prerequisites: Undergraduate Ethics or equivalent

This course is designed to provide the master's prepared nurse with an advanced understanding of the concepts of legal, ethical and political issues in healthcare. The student will explore ethical foundations and principles as well as decision-making models to evaluate the ethical and legal obligations and implications of decisions across the life span. Roles and responsibilities in medical research and in managing care will also be analyzed.

MSN 508 Role of the Advance Practice Nurse I 1 Credit Hour

Prerequisite: Current RN-BSN or Admission to MSN Program

This course is designed to provide the master's prepared nurse with a working knowledge of concepts applicable to the four primary Advanced Practice Nurse specialties. These concepts include historical perspectives of role development and the evolving scope of practice as it relates to changes in health care delivery systems. Additionally, this course reinforces foundational research concepts for application of EBP.

MSN 510 Advanced Pharmacology 3 Credit Hours

Prerequisite: Undergraduate Pharmacology or equivalent

This course is designed to provide the master's prepared nurse with an advanced understanding of the concepts of pharmacotherapeutic across the life span. The student will apply evidence-based research and practice guidelines to specific populations.

MSN 512 Advanced Physical Assessment**2 Credit Hours** *Prerequisite:**Undergraduate Assessment or equivalent**Corequisite: MSN 513*

This didactic course is designed to provide the masters prepared nurse with advanced understanding of principles of physical assessment to enable application in healthcare settings. Informed by concepts of advanced pathophysiology and advanced pharmacology, this course will assist the student to develop refined analytical skills, connect theory with practice, and articulate viewpoints and positions based on evidence-based research and practice guidelines.

MSN 513 Advanced Physical Assessment Practicum**1 Credit Hour***Prerequisite: Undergraduate Assessment or equivalent**Corequisite: MSN 512*

Building upon the concepts of foundational nursing knowledge and skills, this 60-hour clinical practicum is designed for the student to apply knowledge gained throughout MSN 512 Advanced Physical Assessment in a primary-care setting. This clinical practicum will be with an approved preceptor(s).

MSN 525B Evidence-Based Practice in Health Care I**3 Credit Hours***Prerequisite: Math 227 & Undergraduate Research or equivalent*

This course is designed to build foundational knowledge of evidence-based practice (EBP) for the advanced nurse, and focuses on principles of research, EBP, and quality improvement. The student will critically appraise existing evidence that guides healthcare decisions for safe and effective clinical practice. Students will also create a scholarly project proposal for a quality improvement project related to a relevant practice issue.

MSN 528B Evidence-Based Practice in Health Care II**3 Credit Hours***Prerequisite: MSN 525B or equivalent*

This course is designed to build upon knowledge and work from MSN 525B, with a focus on ethical and legal issues in conducting research as well as program planning, management, the PDSA cycle, and statistical methods for data analysis.

MSN 620 Health Promotion/Prevention in Primary Care: Adult through Aging**3 Credit Hours***Prerequisites: 504, 510, 512, 513**Corequisite: 621*

In this didactic course, the Family Nurse Practitioner student will develop knowledge necessary to care for adults across the life span in a primary care setting. Course content includes promotion and maintenance of overall health, as well as the assessment, diagnosis, and management of common acute and chronic diseases. The course will emphasize evidence-based practice with a comprehensive, holistic approach.

**MSN 621 Health Promotion/Prevention in Primary Care: Adult through Aging
Practicum****3 Credit Hours***Prerequisites: 504, 510, 512, 513**Corequisite: 620*

MSN 622	Health Promotion/Prevention in Primary Care: Women's Health/ Reproduction	3 Credit Hours
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Corequisite: 623

MSN 623 Practicum	Health Promotion/Prevention in Primary Care: Women's Health/ 1 Credit Hour	Reproduction
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Corequisite: 622

MSN 624 Health Promotion/Prevention in Primary Care: Newborn to Adolescence 3 Credit Hours

Corequisite: 625

MSN 625	Health Promotion/Prevention in Primary Care: Newborn to Adolescence	2 Credit Hours
	Practicum	

Corequisite: 624

MSN 626	Role of the Advance Practice Role II	1 Credit Hour
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Prerequisites: 504, 508, 510, 512, 513, 620, 621, 622, 623, 624, 625

Corequisite: 628

This course builds upon previous programmatic courses and prepares the student for transition into the role of the advanced practice nurse. Emphasis is on reimbursement practices, role concepts, political process engagement, and leadership, along with collaborative practice.

MSN 628 Advanced Practice Practicum & Research

4 Credit Hours

Prerequisites: 504, 510, 512, 513, 620, 621, 622, 623, 624, 625

Corequisite: 626

This 240-hour clinical practicum is designed for the Family Nurse Practitioner student to apply theory, knowledge and skills gained throughout the FNP program. To fulfill the service learning requirement, the student will complete 10 clinical hours in a population focused community service site and will have the opportunity to practice up to 60 clinical hours in a specialty area of interest. The student will synthesize all elements of clinical knowledge and skills and continue to evaluate principles of health promotion, disease prevention and assessment, and the management of

common primary health care problems across the life span. This precepted clinical practicum will be with an approved provider(s). Upon the successful completion of this course, the student will be prepared for entry into clinical practice providing primary healthcare across the life span after first passing the national certification for the family nurse practitioner.

MSN 640 Family & Child Dynamics

3 Credit Hours

Prerequisites: 504, 510, 512, 513

This course prepares Psychiatric Mental Health Nurse Practitioner (PMHNP) to work in partnership with families and other professionals to meet developmental, health, and mental health needs of children and families. This course explores the care of children and adolescents with mental health challenges and their families. Functional and dysfunctional family dynamics are examined. Evidence-based practices are incorporated into planning community-based care for the child/adolescent with mental health challenges and their families.

MSN 642 Advanced Psychopharmacology

2 Credit Hours

Prerequisites: 504, 510, 512, 513, 640

This course provides scientific knowledge of psychopharmacology and its application to treatment of clients with psychiatric disorders across the life span. The course examines the advanced concepts in neuroscience, pharmacokinetics, and pharmacodynamics of psychotropic drugs and applications of psychopharmacology in the treatment and management of mental health disorders. Substance abuse is explored within context of mental health disorders.

MSN 644/645 Counseling & Psychotherapy (2 cr.) Practicum (2 cr.)

4 Credit Hours

Prerequisites: 504, 510, 512, 513, 640

This course explores the guiding principles and ethics of counseling and therapeutic milieu. Techniques of counseling are interfaced with relationships features of clinical psychotherapy.

MSN 646/647 Psychiatric Management across the Life Span (3 cr.) Practicum (3 cr.)

6 Credit Hours

Prerequisites: 504, 510, 512, 513, 640, 642, 644, 645

This survey course addresses psychotherapeutics as applicable to client populations across the life span. Course content explores both didactic and clinical applications integrating psychosocial development, psychopharmacology, and psychotherapy in context of mental health disorders.

MSN 649 PMHNP Practice Practicum

4 Credit Hours

Prerequisites: 504, 510, 512, 513, 640, 642, 644, 645, 646, 647

This course is an immersion experience into clinical mental health practice and the role of the Psychiatric Mental Health Nurse Practitioner. Collaborative practice models are explored. A portion of the student's practicum hours maybe devoted to a population of interest furthering the depth of clinical expertise.

NUTRITION DIAGNOSTICS

MND 502: Nutritional Counseling & Education Methods

3 Credit Hours

Course description

An advanced course examining the conceptual foundations and philosophy of behavior change theories with an emphasis on motivational interviewing. Includes application in practice to provide the learner with a collection of evidence-based strategies and counseling skills to promote behavior change in patients/clients. Application to nutrition education and the Nine-Step Nutrition Care Process is emphasized. Students will get real-life practice preparing for, conducting, and evaluating individual counseling sessions during the Guided Counseling Experience culmination project.

Prerequisites: BS in dietetics or equivalent

MND 521: Critical Thinking in Nutrition

3 Credit Hours

Course description

The course is designed to assist the student in development of a skeptical, open mind and serious analytical thinking to identify, analyze and evaluate evidence and problems. Skillful use of critical reading and writing as a mode of thinking assist the student in development of the ability to present information in an orderly and coherent way. Through the deliberate and disciplined process of critical thinking, the student is able to analyze and evaluate the strength of evidence in the nutrition discipline. The process assists students to gradually increase their expertise in clinical 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 nutrition and patient care.

Prerequisites: BS in dietetics or equivalent

MND 525: Introduction to Supervised Practice – lab

1 Credit Hours

Course Description

An introduction to the practical application of the nutrition care process. Foundational principles of patient interviewing, weight history gathering and interpretation, diet history collection and interpretation, biochemical assessment, developing diagnostic statements, goals, and interventions will be discussed and practiced. Simulation will serve as the foundation to apply basic principles of nutrition assessment. Topics and content from the dietetic registration exam will be covered.

Corequisites: MND 535; MND 552

MND 526: DI Supervised Practice I**0 Credit Hours****Course description**

A supervised practice experience that includes medical nutrition therapy, 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 and community nutrition services are provided. These rotations are designed to meet the ACEND competencies for entry-level practice. Approximately 464 hours are associated with this course. This course includes a didactic component that serves to enhance the supervised practice experiences.

Prerequisites: BS in dietetics or equivalent

MND 527: DI Supervised Practice II**0 Credit Hours****Course description**

A supervised practice experience that includes medical nutrition therapy, and research concepts that further develops the skills to determine nutrition diagnoses & etiologies, macro/micronutrient needs and formulate appropriate medical nutrition therapy plans utilizing the 9 step NCP. Research concepts will be applied to further understanding 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 primarily consist of case study application, but may take place in hospitals, clinics, and other practice settings in which medical nutrition services are provided. These rotations are designed to meet ACEND competencies for entry-level practice. Approximately 80 hours of supervised practice are associated with this course.

Prerequisites: MND 526

MND 528: DI Supervised Practice III**0 Credit Hours****Course description**

A supervised practice experience that includes medical nutrition therapy, 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 and community nutrition services are provided. These rotations are designed to meet the ACEND competencies for entry-level practice. Approximately 472 hours are associated with this course. This course includes a didactic component that serves to enhance the supervised practice experiences.

Prerequisites: MND 526

MND 529 DI Supervised Practice IV**0 Credit Hours****Course description**

A supervised practice experience that includes Food service/clinical management. Approximately 160 hours of supervised practice are associated with this course. Experiences take place in hospitals, and other practice settings in which food services are provided. These rotations are designed to meet the ACEND competencies for entry-level practice.

At the completion of the course, the student will:

- Have completed the required supervised hours for this course as well satisfactory completion of the required competencies, evaluations, and study guide

Prerequisite: MND 528

MND 531: Supervised Practice I – Clinical

2 Credit Hours

Course description

A supervised practice experience that includes medical nutrition therapy, food service/clinical management and/or 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 and community 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.

Prerequisites: MND 535, MND 525, MND 552

Corequisite: MND 531 lab

MND 530: Supervised Practice I – lab

1 Credit Hours

Course Description

A companion to the supervised practice experience. Additional knowledge and skills will be provided by didactic, laboratory and simulated activities to prepare for, supplement, and reinforce the supervised practice experiences. Assessment of knowledge and skills gained will occur to ensure adequate progress during the supervised practice experiences. Topics and content from the dietetic registration exam will be covered. Proper completion and submission of documents for programmatic completion, such as clinical hours and competencies will also be required.

Prerequisite: MND 535, MND 525, MND 552

Corequisite: MND 531 clinical

MND 535: Nutrition Diagnostics & Assessment 1 – lecture

3 Credit Hours

Course description

Introduction to nutrition diagnosing and assessment using Kight's Nutrition Care Process. Discussion, case studies, literature review and small group work form the basis for providing the foundation in using

diagnostic codes to write diagnostic statements and consider intervention strategies. Nutrition assessment will be studied in the context of the NCP, with focus on the 5 axes of evidence. The states of protein calorie malnutrition, stress, and inflammation will be investigated in the context of specific pathological conditions.

Prerequisites: BS in dietetics or equivalent

MND 535: Introduction to Nutrition Diagnostics & Assessment 1 – lab

1 Credit Hour

Course Description

Practical application of Kight's Nutrition Care Process to a wide variety of patient populations. Complex case studies and simulation will serve as the method to apply knowledge gained from the lecture component of the course.

Corequisites: MND 535 lecture

MND 541: Nutrition Diagnostics & Assessment 2 – lecture

3 Credit Hours

Course description

This course is designed to facilitate the application of Kight's nutrition care process in a variety of more complex client settings. Skill development in use of the 5 axes of evidence to gather relevant client information will be emphasized. Further development of clinical skills in use of the NPE, hand grip dynamometer and diagnostic criteria for PCM will be a focus. The micronutrient NPE will be introduced and incorporated as a clinical assessment tool. The interplay of inflammation, pathology, aging, cachexia, and sarcopenia with nutritional status will be investigated. Discussion, lecture, group work and case studies will serve as the basis for the learning environment.

Prerequisites: MND 535

Corequisites:

MND 541: Introduction to Nutrition Diagnostics & Assessment 2 – lab

1 Credit Hour

Course Description

Practical application of Kight's Nutrition Care Process to a wide variety of patient populations. Complex case studies and simulation will serve as the method to apply knowledge gained from the lecture component of the course.

Prerequisites: MND 535

Corequisites: MND 541 lecture

MND 552: Medical Nutrition Therapy in Chronic Disease

3 Credit Hours

Course Description

A detailed examination of the nutritional role in managing and treating chronic disease. A comprehensive view of common patient conditions will be discussed, including pathophysiology, medical treatment, impact to nutritional status, biochemical features, physical signs and symptoms, and standard medical nutrition therapy. Kight's nutrition care process will serve as the foundation of nutrition assessment.

Prerequisites: BS in dietetics or equivalent

MND 556: Supervised Practice II – clinical

2 Credit Hours

Course description

A supervised practice experience that includes medical nutrition therapy, food service/clinical management and/or 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 or community 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.

Prerequisite: MND 531 clinical & MND 530 lab

Corequisites: MND 557 lab

MND 557: Supervised Practice II – lab

1 Credit Hour

Course Description

A companion to the supervised practice experience. Additional knowledge and skills will be provided by didactic, laboratory and simulated activities to prepare for, supplement, and reinforce the supervised practice experiences. Assessment of knowledge and skills gained will occur to ensure adequate progress during the supervised practice experiences. Topics and content from the dietetic registration exam will be covered. Proper completion and submission of documents for programmatic completion, such as clinical hours and competencies will also be required.

Prerequisites: MND 531 clinical & MND 530 lab

Corequisites: MND 556 clinical

MND 560: Supervised Practice III – clinical

2 Credit Hours

Course description

A supervised practice experience that may include medical nutrition therapy, food service/clinical management, research, and/or 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 nutrition services are provided. These rotations are designed to meet the ACEND competencies for entry-level practice. Culminating experiences that allow the student to practice independently will be provided. This course may require availability during a designated weekday(s) and occasional nights and weekends.

Prerequisites: MND 556 clinical & MND 557 lab

Corequisites: MND 561 lab

MND 561: Supervised Practice III – lab

1 Credit Hour

Course Description

A companion to the supervised practice experience. Additional knowledge and skills will be provided by didactic, laboratory and simulated activities to prepare for, supplement, and reinforce the supervised practice experiences. Assessment of knowledge and skills gained will occur to ensure adequate progress during the supervised practice experiences. Topics and content from the dietetic registration exam will be covered. Proper completion and submission of documents for programmatic completion, such as clinical hours and competencies will also be required.

Prerequisite: MND 556 clinical & MND 557 lab

Corequisites: MND 560 clinical

MND 571: Supervised Practice IV – clinical

2 Credit Hours

Course description

A supervised practice experience that includes medical nutrition therapy, food service/clinical management, research, and/or 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 nutrition services are provided. These rotations are designed to meet the ACEND competencies for entry-level practice. Culminating experiences that allow the student to practice independently will be provided. This course may require availability during a designated weekday(s) and occasional nights and weekends.

Prerequisites: MND 560 clinical & MND 561 lab

Corequisites: MND 572 lab

MND 572: Supervised Practice IV – lab

1 Credit Hour

Course Description

A companion to the supervised practice experience. Additional knowledge and skills will be provided by didactic, laboratory and simulated activities to prepare for, supplement, and reinforce the supervised practice experiences. Assessment of knowledge and skills gained will occur to ensure adequate progress during the supervised practice experiences. Topics and content from the dietetic registration exam will be covered. Proper completion and submission of documents for programmatic completion, such as clinical hours and competencies will also be required.

Prerequisite: MND 560 clinical & MND 561 lab

Corequisite: MND 571 clinical

MND 581: Contemporary Topics in Nutrition

3 Credit Hours

Course description

Literature-based course designed to compare emerging nutrition research with traditional approaches with the goal of advancing practice knowledge and skills. Student-led and instructor supported reading and discussion groups provide the basis for the course structure, building upon knowledge and practice experiences.

Prerequisites: BS in Dietetics or equivalent

MND 600: Research Methods in Nutrition**4 Credit Hours****Course description**

Explores foundational research principles relevant to the nutrition professional. Types of research, research design, methods of data collection, basic statistical concepts, critical analysis, bias, significance, and unique problems in nutrition research are explored. Nutrition literature is utilized and critically evaluated to reinforce concepts. Utilizes foundational research principles to assess and synthesize nutrition research to make evidence-based clinical decisions. A variety of topics and case scenarios are utilized to demonstrate the use of current best evidence to form individualized approaches to patient care. Point of Care resources and clinical practice guidelines will be reviewed and utilized to promote quick, evidence-based decisions needed in clinical settings. Dissemination of findings from class projects are required, including oral and/or poster presentations.

Prerequisites: BS in Dietetics or equivalent

MND 640: Nutrition Diagnostics & Assessment 3 – lecture**3 Credit Hours****Course description**

An in-depth look at nutrition assessment in a variety of patient conditions. Advanced examination of the 5 axes of evidence will be used to help formulate diagnostic statements, and targeted individualized goals and interventions. The role of inflammation in the development and progression of malnutrition will be investigated in the context of a variety of chronic conditions. The nutriokinetics and nutridynamics of single nutrients, nutrient-depleting medications, and physical signs of nutrient deficiency in the context of chronic disease will be explored.

Prerequisites: MND 541 lecture & lab

Corequisites: MND 640 lab

MND 640: Introduction to Nutrition Diagnostics & Assessment 3 – lab**1 Credit Hour****Course Description**

Practical application of Kight's Nutrition Care Process to a wide variety of patient populations. Complex case studies and simulation will serve as the method to apply knowledge gained from the lecture component of the course. Advanced application of the five axes of evidence will be used to formulate diagnostic statements and targeted goals and interventions in complex clinical scenarios.

Prerequisites: 541 lab

Corequisites: 640 lecture

MND 650: Nutrition Diagnostics & Assessment 4 – lecture**3 Credit Hours****Course description**

An in-depth look at nutrition assessment in a variety of patient conditions. Advanced examination of the 5 axes of evidence will be used to help formulate diagnostic statements, and targeted individualized goals and interventions. The role of inflammation in the development and progression of malnutrition will be investigated in the context of a variety of chronic conditions.

The nutriokinetics and nutridynamics of single nutrients, nutrient-depleting medications, and physical signs of nutrient deficiency in the context of chronic disease will be explored.

Prerequisites: MND 640 lecture & lab

Corequisites: MND 650 lab

MND 650: Introduction to Nutrition Diagnostics & Assessment 4 - lab**Course Description****1 Credit Hour**

Practical application of Kight's Nutrition Care Process to a wide variety of patient populations. Complex case studies and simulation will serve as the method to apply knowledge gained from the lecture component of the course. Advanced examination and application of the five axes of evidence will be used to formulate diagnostic statements and targeted goals and interventions in complex clinical scenarios.

Prerequisite: 640 lab

Corequisite: 650 lecture

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 Pathophysiology and Occupational Performance

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 life span. The International Classification for Functioning (World Health Organization), Person-Environment-Occupational-Performance Model of Practice, and the Occupational Therapy Practice Framework create a foundation for exploring how pathology impacts physical dysfunction and occupational engagement. 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 life span. 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/life-span 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.

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 Psychosocial Occupational Therapy Practice (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. 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 530 Fieldwork I-A 1 Credit Hour

Focused on social, sensory, and psychological person factors which affect occupational performance. The first level I experience must be related to an area of mental health. The student may participate in screening, evaluation, and intervention with clients in various stages of mental illness. Students may have opportunities to lead or co-lead an intervention group during this experience.

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 life span. 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 life span 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 Adult Rehabilitation I (Lab Course)

4 Credit Hours

Prerequisite: 1st year Courses: MSOT 502, MSOT 510, MSOT 520, and MSOT 525, MSOT 535, MSOT 540, MSOT 545, MSOT 570, MSOT 555, MSOT 560.

Corequisites: MSOT 550, MSOT 565, MSOT 575, MSOT 605

This clinical 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 gained in prior clinical courses to promote efficient and effective interventions that address occupational performance barriers for individuals in the ER, ICU, acute care, and in-patient rehabilitation practice areas. Physiologic, orthopedic, medical, neurological, and trauma diagnoses are examined in relation to occupational participation. Person and environmental factors are integrated into the assessment and treatment planning processes. Evidence-based intervention models to establish and/or restore, adapt or modify environments and activities, and maintain function in order to prevent further disability, and promote health are explored. 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 585 Fieldwork Level 1-B

1 Credit Hour

Focus on physical disability, assistive technologies, or related area that impacts occupational performance. May include simulation experience, skills labs, faculty led community screenings, and exposure to a variety of clinics. Students will observe/participate in various aspects of screening, evaluation, and intervention.

MSOT 605 Research Project I (Lab Course)

4 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. This course includes a laboratory component.

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 Adult Rehabilitation II (Lab Course) **(Lab Course)**

4 Credit Hours

Prerequisites: MSOT 520, MSOT 545, MSOT 580, MSOT 550.

Corequisites: MSOT 620, MSOT 650, MSOT 625.

This clinical 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 adult population. Aging in place, technological support, hospice services, and team community interventions are analyzed and related to specific case examples in the outpatient, home health, extended care, assisted living, and hospice environments. The role of the occupational therapist as direct care provider, consultant, and evaluator for clients and families is also emphasized. 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 615 Fieldwork Level 1-C

1 Credit Hour

Focuses on issues affecting older adults as well as exploring environments in which occupational therapists support the occupational needs of adults and older persons.

MSOT 620 Pediatric Occupational Therapy Practice (Lab Course)

4 Credit Hours

Prerequisites: MSOT 520, MSOT 545, MSOT 580, MSOT 550.

Corequisites: MSOT 610, MSOT 650, MSOT 625.

This clinical course integrates material covered in earlier clinical in order to expand 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 habilitation, rehabilitation or remediation, and compensation is also an important part of this course. 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 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 630 Fieldwork Level 1-D

1 Credit Hour

Focuses on occupation in pediatric settings. For the pediatric experience, students may have an opportunity to observe typical and/or atypical development. Students will be provided with the opportunity to practice use of developmental screening assessments and evaluations, as well as prepare and present a group activity to a group of children.

MSOT 650 Research Project II (Lab Course)

4 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. This course includes a laboratory component.

Culminating Summer/Fall Coursework

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 (Online)

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 (Online) 3 Credit Hours

Prerequisite: Full completion of all on-site courses.

Corequisite: Level-II Fieldwork.

This course is conducted online 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.

GRADUATE ELECTIVE COURSES

MSOT 695 Enhancing Professional Practice through Self-Compassion & Psychological Flexibility 1 Credit Hour

Prerequisite: None

Corequisite: None.

This course is designed to provide students the opportunity to learn (KNOWING) the core processes of Acceptance and Commitment Therapy (ACT) in order to practice (DOING) those processes by applying them to their own experiences.

ACT research suggests that practitioners use the processes in their own lives before applying them to their clinical practice, therefore this course serves as a foundation for holistic, client-centered practice. Through the use of the six core processes of ACT (Present Moment; Values; Committed Action; Self As Context; Cognitive Defusion; and Experiential Acceptance), people develop Psychological Flexibility which is associated with improved mental health and functioning (see fig 1).

This course will include virtual components that address the KNOWING content and in-person (or online synchronous if needed) to practice the DOING content. Students will identify and define the six core

processes, and implement the ACT principles into their daily life to attempt to increase their own psychological flexibility. This course is elective and is not required for graduation.

DOCTOR OF SCIENCE IN OCCUPATIONAL THERAPY

SUMMER 1

OTD 702 Applied Anatomy & Kinesiology (Lab course)

4 Credit Hours

Prerequisite: Acceptance to the eOTD 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 eOTD curriculum. This course is a required course in the eOTD curriculum to be eligible for graduation.

OTD 710 Professional Identity and Therapeutic Use of Self

3 Credit Hours

Prerequisite: Acceptance to the eOTD 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. It 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 eOTD curriculum. This course is a required course in the eOTD curriculum to be eligible for graduation.

OTD 712 The Occupational Therapy Process (Lab Course)

2 Credit Hours

Prerequisites: Acceptance to the eOTD program.

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 developing and improving observation skills, activity analysis skills, and clinical reasoning ability. Skilled documentation of occupational therapy services is introduced. This course is primarily part of the *DOING* thread of the eOTD curriculum. This course is a required course in the eOTD curriculum to be eligible for graduation.

ADDITIONAL eOTD COURSES WILL BE INCLUDED IN THE FALL 2023 COURSE CATALOG

FALL 1

OTD 715 Pathophysiology & Occupational Performance

3 Credit Hours

OTD 720	Occupational Therapy Foundations	2 Credit Hours
OTD 725	Development of Human Occupations (Lab Course)	3 Credit Hours
OTD 730	Evidence-Based Practice & Scholarly Inquiry	2 Credit Hours
OTD 735	Quantitative & Qualitative Analysis for Health Professions (Lab Course)	1 Credit Hour
OTD 740	Applied Neurology	3 Credit Hours
OTD 745	Upper Extremity Rehabilitation (Lab Course)	3 Credit Hours
OTD 750	Documentation in Occupational Therapy	1 Credit Hour

SPRING 1

OTD 755	Psychosocial Occupational Therapy Practice (Lab Course)	4 Credit Hours
OTD 748	Fieldwork Level I-A	1 Clinical Hour
OTD 760	Group Process in Occupational Therapy	1 Credit Hour
OTD 765	Ethics, Culture, & Global perspectives	3 Credit Hours
OTD 780	Adult Rehabilitation I (Lab Course)	4 Credit Hours
OTD 784	Fieldwork Level I-B	1 Clinical Hour
OTD 790	Applied Research Project (Lab Course)	4 Credit Hours

SUMMER 2

OTD 770	Innovations & Technology to Support Occupational Performance (Lab Course)	3 Credit Hours
OTD 795	Vision, Perception, & Cognition	3 Credit Hours
OTD 775	Best Practice Analysis in Occupational Therapy in Community Settings	(Lab Course) 3 Credit Hours

FALL 2

OTD 810	Adult Rehabilitation II (Lab Course)	4 Credit Hours
OTD 814	Fieldwork Level I-C	1 Clinical Hour
OTD 820	Pediatric Occupational Therapy Practice (Lab Course)	5 Credit Hours
OTD 826	Fieldwork Level I-D	1 Clinical Hour
OTD 875	Healthcare Administration & Management	3 Credit Hours

OTD 901	Capstone Preparation	2 Credit Hours
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SPRING 2

OTD 882	Fieldwork Experience Level II-A	6 Clinical Hours
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OTD 880	Evidence-Based Practice & Clinical Synthesis I (Online)	3 Credit Hours
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SUMMER 3

OTD 886	Fieldwork Experience Level II-B	6 Clinical Hours
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OTD 885	Evidence-Based Practice & Clinical Synthesis II (Online)	3 Credit Hours
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FALL 3

OTD 895	Critical Thinking in Applied Practice (Hybrid)	3 Credit Hours
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OTD 905	Capstone Project (Hybrid)	4 Credit Hours
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OTD 925	Creative Leadership & Entrepreneurship (Hybrid)	3 Credit Hours
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SPRING 3

OTD 920	Capstone Experience (Clinical & Lab Course)	8 Clinical Hours
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1 Lab Hour

OTD 924	Capstone Dissemination	1 Credit Hour
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2022-2023 Academic Calendar



Fall 2022

	16 Week Classes (August 15-December 16)	1 st 8 Week Classes (August 15-October 7)	2 nd 8 Week Classes (October 17-December 16)
Canvas Opens for Fall Classes	August 12, Friday	August 12, Friday	October 14, Friday
Classes Begin	August 15, Monday	August 15, Monday	October 17, Monday
Last Day 100% Tuition & Fees Refund	August 22, Monday	August 17, Wednesday	October 19, Wednesday
Last Day to Add Class(es)	August 22, Monday	August 17, Wednesday	October 19, Wednesday
Last Day to Drop Class(es)	August 22, Monday	August 22, Monday	October 24, Monday
Last Day 50% Tuition & Fees Refund	August 29, Monday	August 22, Monday	October 24, Monday
Census Dates	August 23, Tuesday	August 23, Tuesday	October 25, Tuesday
Administrative Withdrawals	September 6, Monday	September 6, Tuesday	November 7, Monday
Mid-Terms	October 3-7, Monday-Friday	September 5-9, Monday-Friday	November 7-11, Monday-Friday
Mid-Term Grades Due	October 11, Tuesday	September 13, Tuesday	November 15, Tuesday
Last Day to Withdraw with a W Grade	September 26, Monday	September 12, Monday	November 14, Monday
Last Day to Withdraw with a WP, WN, or WF Grade	December 5, Monday	September 26, Monday	December 5, Monday
Finals	December 12-16, Monday-Friday	October 3-7, Monday-Friday	December 12-16, Monday-Friday
Classes End	December 16, Friday	October 7, Friday	December 16, Friday
Final Grades Due for Fall Graduates/Drury Students	December 16, Friday	October 11, Tuesday	December 16, Friday
Remaining Final Grades Due	December 20, Tuesday	October 11, Tuesday	December 20, Tuesday
Faculty Report/Convocation	August 8, Monday		
Fall 2022 Graduation Applications Due	September 2, Friday		
Spring and Summer 2023 Registration Begins	October 31, Monday		
Fall Commencement	December 16, Friday		

Program Application Deadlines for

Spring 2023 Start (Except ASR)	
Undergraduate Nursing (ASN, BSNE, BSNA)	September 1
ASR (Fall 2023 Start)	December 18
BSDI	November 15
MSN (FNP)	September 15

Holidays and Days Off During Fall 2022 Semester	
Labor Day (No Classes & College is Closed)	September 5, Monday
Fall Break (No Classes)	October 10-14, Monday-Friday
Thanksgiving Break (No Classes)	November 21-25, Monday-Friday
Thanksgiving Holiday (College is Closed)	November 23-25, Wednesday-Friday
Christmas Break (College is Closed)	December 19, Monday-January 1, 2023, Sunday

Spring 2023

	Spring Intersession
Canvas Opens for Intersession Classes	December 30, Friday
Intersession Classes Begin	January 2, Monday
Last day 100% Tuition & Fees Refund/Last Day to Add or Drop a Class	January 2, Monday
Last day 50% Tuition & Fees Refund	January 3, Tuesday
Census Date	January 4, Wednesday
Intersession Classes End	January 13, Friday
Intersession Grades Due	January 25, Wednesday

	16 Week Classes (January 17-May 12)	1st 8 Week Classes (January 17-March 10)	2nd 8 Week Classes (March 20-May 12)
Canvas Opens for Spring Classes	January 13, Friday	January 13, Friday	March 17, Friday

Spring Classes Begin	January 17, Tuesday	January 17, Tuesday	March 20, Monday
Last Day 100% Tuition & Fees Refund	January 23, Monday	January 19, Thursday	March 22, Wednesday
Last Day to Add Class(es)	January 23, Monday	January 19, Thursday	March 22, Wednesday
Last Day to Drop Class(es)	January 30, Monday	January 23, Monday	March 27, Monday
Last Day 50% Tuition & Fees Refund	January 30, Monday	January 23, Monday	March 27, Monday
Census Dates	January 24, Tuesday	January 24, Tuesday	March 28, Tuesday
Administrative Withdrawals	February 6, Monday	February 6, Monday	April 10, Monday
Mid-Terms	March 6-10, Monday-Friday	February 6-10, Monday-Friday	April 10-14, Monday-Friday
Mid-Term Grades Due	March 14, Tuesday	February 14, Tuesday	April 18, Tuesday
Last Day to Withdraw with a W Grade	February 13, Monday	February 13, Monday	April 17, Monday
Last Day to Withdraw with a WP, WN, or WF Grade	May 1, Monday	February 27, Monday	May 1, Monday
Finals	May 8-12, Monday-Friday	March 6-10, Monday-Friday	May 8-12, Monday-Friday
Classes End	May 12, Friday	March 10, Friday	May 12, Friday
Final Grades due for Spring Graduates/Drury Students	May 12, Friday	March 14, Tuesday	May 12, Friday
Remaining Final Grades Due	May 16, Tuesday	March 14, Tuesday	May 16, Tuesday
Faculty Report	January 9, Monday		
Spring 2023 Graduation Applications Due	February 3, Friday		
Fall 2023 Registration Begins	March 27, Monday		
Spring Commencement	May 12, Friday		

Program Application Spring Deadlines for Fall 2023 Start	
Undergraduate Nursing (ASN, BSNE)	March 1
BSDI	April 30
MSN (FNP, NE, PMHNP)	March 1
MND	February 15
MSOT	March 1

Summer 2023

Holidays During Spring 2023 Semester			
Martin Luther King, Jr. Day (No Classes & College is Closed)		January 16, Monday	
Spring Break (No Classes)		March 13-17, Monday-Friday	
Good Friday (No Classes & College is Closed)		April 7, Friday	
	Summer Session 1 (8 Weeks: May 15-July 7)	Summer Session 2 (8 Weeks: May 30-July 21)	Summer Session 3 (5 Weeks: July 10-August 11)
Canvas Opens for Summer Classes	May 12, Friday	May 26, Friday	July 7, Friday
Classes Begin	May 15, Monday	May 30, Tuesday	July 10, Monday
Last Day 100% Tuition & Fees Refund	May 17, Wednesday	June 1, Thursday	July 10, Monday
Last Day to Add Class(es)	May 17, Wednesday	June 1, Thursday	July 10, Monday
Last Day to Drop Class(es)	May 22, Monday	June 5, Monday	July 11, Tuesday
Last Day for 50% Tuition & Fees Refund	May 22, Monday	June 5, Monday	July 11, Tuesday
Census Dates	May 23, Tuesday	June 6, Tuesday	July 12, Wednesday
Administrative Withdrawals	June 5, Monday	June 19, Monday	July 24, Monday
Last Day to Withdraw with a W Grade	June 12, Monday	June 26, Monday	July 24, Monday
Mid-Terms	May 5-9, Monday-Friday	June 19-23, Monday-Friday	NA
Mid-Term Grades Due	May 13, Tuesday	June 27, Tuesday	NA
Last Day to Withdraw with a WP, WN, or WF Grade	June 26, Monday	July 10, Monday	July 31, Monday
Finals	July 3, 5-7, Monday, Wednesday-Friday	July 17-21, Monday-Friday	August 7-11, Monday-Friday
Classes End	July 7, Friday	July 21, Tuesday	August 11, Friday
Final Grades Due	July 11, Tuesday	July 25, Tuesday	August 15, Tuesday

Holidays/Days Off During Summer 2023 Semester	
Memorial Day (No Classes & College is Closed)	May 29, Monday
Juneteenth (No Classes & College is Closed)	June 19, Monday
Independence Day (No Classes & College is Closed)	July 4, Tuesday

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