



COX COLLEGE

2023-2024
CATALOG VOLUME 27

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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 2023-2024 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, Master of Science in Occupational Therapy, and Doctorate 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 healthcare 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 S. LaSalle Street, Suite 7-500, Chicago, IL 60604-1411, 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 65102-1335, 573-751-0293, <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 program at Cox College located in Springfield, MO and Monett, MO is accredited by the:

Accreditation Commission for Education in Nursing (ACEN)
3390 Peachtree Road NE, Suite 1400 Atlanta, GA 30326
(404) 975-5000

The most recent accreditation decision made by the ACEN Board of Commissioners for the Associate of Science in Nursing program is Continuing Accreditation.

The Bachelor of Science in Nursing degree at Cox College is accredited by the Commission on Collegiate Nursing Education (CCNE), 655 K Street, NW, Suite 750, Washington DC 20001, 202-887-6791.

Effective July 10, 2023, this nursing program is a candidate for initial accreditation by the Accreditation Commission for Education in Nursing. This candidacy status expires on July 10, 2025.

Accreditation Commission for Education in Nursing (ACEN)
3390 Peachtree Road NE, Suite 1400 Atlanta, GA 30326
(404) 975-5000
<http://www.acenursing.com/candidates/candidacy.asp>

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>

Effective July 10, 2023, this nursing program is a candidate for initial accreditation by the Accreditation Commission for Education in Nursing. This candidacy status expires on July 10, 2025.

Accreditation Commission for Education in Nursing (ACEN)
3390 Peachtree Road NE, Suite 1400 Atlanta, GA 30326
(404) 975-5000
<http://www.acenursing.com/candidates/candidacy.asp>

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, 443-973-3251, 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 2190, Chicago, IL 60606-6995, 800-877-1600, ext. 5400, www.eatrightpro.org.

The Master of Science of Occupational Therapy (MSOT) program is accredited by the [Accreditation Council for Occupational Therapy Education](https://www.aota.org/Education-Careers/Accreditation.aspx) (<https://www.aota.org/Education-Careers/Accreditation.aspx>) of the [American Occupational Therapy Association](http://www.aota.org) (www.aota.org), located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE's telephone number c/o AOTA is (301) 652-6611 and its Web address is www.acoteonline.org.

The Cox College entry-level occupational therapy doctoral degree program has applied for accreditation and has been granted Candidacy Status by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Associate (AOTA), located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE's telephone number c/o AOTA is 301-652-6611.

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)

Cotter 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, Harrison, AR 72601 (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/Dietetic Internship (MND/DI), the Master of Science in Nursing degree (MSN) as a Family Nurse Practitioner or Psychiatric Mental Health Nurse Practitioner, the Master of Science in Occupational Therapy (MSOT), and the Doctor of Occupational Therapy (OTD). A Nutrition Diagnostics-Dietetic Internship (ND-DI) is available. In addition, a post-master certificate is offered in both MSN tracks.

The Associate of Science in Nursing and the Bachelor of Science in Nursing degree earned in the entry-level, fast-track, 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 Associate of Science in Radiography 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 program.

The Bachelor of Science in Diagnostic Imaging degree 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), Nuclear Medicine (NUC), 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) Program is a full-time, seated, 6 semester, 80 credit hour degree program designed to prepare graduates to practice as an entry-level generalist. This program offers hands-on learning opportunities in the classroom, clinical, and community settings. Graduates of the program are eligible to take the National Board for Certification in Occupational Therapy certification examination. This program is 30 months full time, with one summer semester break, and includes twenty-four weeks of full-time clinical fieldwork. Entry into the MSOT Program requires a bachelor's degree or 70 college credits and prerequisite courses.

The Occupational Therapy Doctorate (OTD) Program is a full-time, hybrid, 9 semester, 108 credit hour degree

program designed to prepare graduates to practice as an entry-level generalist. This program requires two one-week visits to campus per semester for hands-on application, simulation, and hands-on learning in the classroom, clinical, and community settings. Graduates of the program are eligible to take the National Board for Certification in Occupational Therapy certification examination. This program is a three year, full time program, and includes twenty-four weeks or full-time clinical fieldwork, and a 16 week Capstone Experience. Entry into the OTD Program requires a bachelor's degree or 90 college credits and pre-requisite 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) 269-7655, 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) 269-7655, 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.
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, and 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.

Issue	Standard	Examples*
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, and 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 the 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 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 of Student Affairs and College Advancement must approve signs and posters to be displayed in the college and all external advertisements. Any approved signage 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 college 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
*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 or 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 requirements for admission. Students should note, provisional admission may affect a student's eligibility to receive Financial Aid. 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 college 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 health and immunization records, 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

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 to my clinical exchange.

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, 2023 for the fall semester, and January 31, 2024 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 Emily.Harrington@coxhealth.com

CoxHealth Religious Exemption forms can be found on the student portal. Completed forms and should be sent to Emily.Harrington@coxhealth.com.

Students approved for religious or medical exemption or temporary deferral (for pregnancy or recent COVID-19 diagnosis) should mask with all patient interactions but are not required to wear a mask in common areas.

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:

- Submit a completed Cox College application.
- Submit a nonrefundable re-enrollment fee of \$50.
- Submit official transcripts from all accredited post-secondary institutions attended since withdrawing from Cox College.
- 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 the below 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, is substantially similar from a regionally accredited institution, and has a grade of “C-” or higher 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 required 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. Course substitutions may be made on a case by case basis by each program.

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 exams 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.

*Note: 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 (Transfer credit cannot exceed maximum total of 52 credit hours.)	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 (Transfer credit cannot exceed maximum total of 57 credit hours.)	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 (Transfer credit cannot exceed maximum total of 90 credit hours.)	Up to 12 credits	Evaluates Each Request
BSN Bachelor of Science in Nursing (Transfer credit cannot exceed maximum total of 90 credit hours for students.)	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	Evaluates Each Request. (For students in previous catalog year, please consult previous catalog.) 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.
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.
OTD Doctorate of Occupational	Not Applicable	No transfer credit accepted

FINANCIAL INFORMATION

BILLING OFFICE

Questions about student billing should be directed to the Billing Office. You may reach the Billing Office at (417) 269-3401 or CCMAIL-Billing@coxhealth.com.

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	\$375.00
Associate of Science in Nursing	\$455.00
General Education	\$435.00
Bachelor of Science in Nursing	\$440.00
Bachelor of Science in Nursing (RN-BSN)	\$435.00
Bachelor of Science in Diagnostic Imaging	\$435.00
Master of Science in Nutrition Diagnostic	\$625.00
Master of Science in Occupational Therapy	\$630.00
Master of Science in Nursing	\$620.00
Doctor of Occupational Therapy	\$800.00
Fees	
Application	\$50.00
Acceptance/Drug Test/Criminal Background	\$175.00
Student Services Fees	\$110.00 Per Credit Hour
Clinical/Lab Fee	\$185.00
Other Fees	
ATI Complete Package (UG Nursing)	\$825.00
MyClinicalExchange	\$25.00-\$50.00
Skills Kit/Note Packet (Course Dependent)	\$5.00-\$350.00
Past Due Balance	\$50.00
EHRGo (Program track dependent)	\$65.00-\$200.00
RadTech Boot Camp – ASR	\$115.00
ARRT fee (ASR)	\$225.00
Scan Lab/MRI (MRI track)	\$500.00 per year
MRI Quiz (MRI track)	\$100.00 per year
Return Check Fee	\$25.00
Parking Fine	\$25.00
Official Transcript	\$15.00
Exxat Fee (MSOT)	\$120.00

Shadow Health (MSN)	\$75.00
Dietetic Internship	\$11,000.00
Trajecsys (Program Track Dependent)	\$75-\$200.00
ZoTero (MND)	\$30.00 Per Year
RD Exam Prep (MND/DI)	\$160.00
OT Advocacy Field 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 Billing Office at 417-269-3401.

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
Intercession & 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:

- $\text{Number of weeks completed} / \text{Total weeks of the course (start to end date)} = \text{Percent Earned}$

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 Billing Office 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 extenuating circumstances.

Appeals are reviewed by the Billing Appeals Committee which meets as needed 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 bi-annually and require an application and FAFSA.

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 Billing Office. (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 Billing Office.

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 each 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 Intranet – 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.

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 tutor-booking 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., turinitin.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”).

*Note: 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 lower 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	Credit by Examination
CV	Credit by Validation; course requirement met
I	Incomplete (Requirements of the course are not met due to special circumstances. It is the student’s responsibility to make arrangements with the instructor for complete 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 President’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 President’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 President’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 Billing Office 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:

1. **Academic Writing & Communication:** Students will demonstrate an understanding and connection between writing, thinking, and reading with comprehension in an academic setting.
2. **Problem Solving:** Students will utilize knowledge, facts, and data to effectively solve problems.
3. **Decision Making:** Students will utilize rational and intellectual processing to evaluate judgement before implementing a decision.
4. **Information Literacy:** Students will locate, evaluate, and apply sources of information effectively.

UNDERGRADUATE STUDIES

There are four undergraduate degree options:

- 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 “74.99” 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 74.99% 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. The Exam average will not be rounded.
- Any student who achieves a cumulative average of 74.99% 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.
- 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, 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. Technical requirements for Laptops are as followed:

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

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.

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
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^
BIOL 206	Human Physiology^
BIOL 208	Microbiology^
BIOL 382	Pathophysiology
CHEM 103	Fundamentals of Chemistry^
ENGL 150	English Composition
MATH 150	Intermediate Algebra
PSYC 101	Introduction to Psychology
SOCI 101	Introduction to Sociology

^Core Science Course

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 (3 credit hours)

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>
Semester 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
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
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	Course Title	Prerequisite/Corequisite	
NURS/NURN/NURM 105	Clinical Applications I	Program Acceptance; BIOL 205, BIOL 206, BIOL 208, CHEM 103, MATH 150, Active AHA BLS Certification	
NURS/NURN/NURM 106	Clinical Applications II	105, BIOL 382	215*
NLPN (and day LPN)	Clinical Applications II	105	BIOL 382, 215*
NURS/NURN/NURM	Clinical Applications III	106, 215, ENGL 150, PSYC 101	
NLPN (and day LPN)	Clinical Applications III	106, 215, ENGL 150, BIOL 382, PSYC 101	
NURS/NURN/NURM/NLPN 208	Clinical Applications IV	206, 390, SOCI 101	220
NURS/NURN/NURM/NLPN 215	Pharmacological Basis of Nursing Practice	105	106*
NURS/NURN/NURM/NLPN 303	Professional Nursing Concepts	105, 106	
NURS/NURN/NURM/NLPN 220	NCLEX Preparation		208

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

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

LPN Advanced Placement (ASN)

LPN Advanced Placement – ASN

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 Outcomes

The graduate nurse is competent and 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 the 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 within a commitment to lifelong learning.

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 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. (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. Applicants may be interviewed as requested by the Undergraduate nursing chair and faculty.
4. Completion of Intermediate Algebra or higher or prove math proficiency.
5. 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.
6. 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.

7. 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.

Undergraduate Nursing Department Admission Formula

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

1. 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 of 3.0 on a 4.0 scale. Also, maintain a cumulative GPA of 3.0 or better in the remaining general education courses.

2. 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= 80

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 LPN to 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

The ASN program offers students the 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 designated 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 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.

General Education Requirement Credit Hours

BIOL	205	Human Anatomy* (4 LEC & 0 LAB = 4)
BIOL	206	Human Physiology* (4 LEC & 0 Lab = 4)
BIOL	208	Microbiology* (4 LEC & 0 LAB = 4)
BIOL	382	Pathophysiology(3 LEC)
CHEM	103	Fundamentals of Chemistry* (4 LEC & 0 LAB = 4)
ENGL	150	English Composition* (3 LEC)
MATH	150	Intermediate Algebra or Math Proficiency* (3 LEC)
PSYC	101	Introduction to Psychology* (3 LEC)
SOCI	101	Introduction to Sociology (3 LEC)

*Courses must be completed prior to starting the program

Nursing Courses

CV	NLPN	105	Clinical Applications I (4 LEC & 3 LAB = 7)
Test	NLPN	106	Clinical Applications II (4 LEC & 3 LAB = 7)
Test	NLPN	215	Pharmacology Basis of Nursing Practice (3 LEC)
	NLPN	205	Critical Thinking (2 LEC)
	NLPN	206	Clinical Applications III (4 LEC & 3 LAB = 7)
	NLPN	309	Fundamentals of Gerontology (2 LEC)
	NLPN	303	Professional Nursing Concepts (3 LEC)
	NLPN	208	Clinical Applications IV (4 LEC & 3 LAB = 7)
	NLPN	220	NCLEX Preparation (1 LEC)

Total General Education: 31 Credit Hours

Total Nursing Courses: 39 Credit Hours

Total: 70 Credit Hours

Please see track options above for suggested full-time course of study and course co/pre-requisites.

BACHELOR OF SCIENCE IN NURSING (BSN)

The BSN degree has five 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 fast-track (BSN-F) provides a baccalaureate degree leading to eligibility for RN licensure.
- 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.
- LPN to BSN Advanced Placement provides a baccalaureate degree in nursing leading to eligibility for RN licensure for individuals with a LPN degree.

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. All nursing courses must be completed within five years of graduation. 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:

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 formula below.

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 54 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, Pathophysiology, 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. Additional steps will be provided upon completion of acceptance. Once these steps have been completed, 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, the core science GPA falls below 2.5, and/or the cumulative 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.
- 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)*
CHEM	103	Fundamentals of Chemistry – core science (4 LEC & 0 LAB=4)*
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 220 NCLEX Preparation (1 LEC)*
NRSI 280 Medical/Surgical Nursing I (2 LEC & 2 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 (3 HYB and 4 LAB=7)
NRSI XXX Nursing Elective (3 LEC)

*Students who did not take NRSI 345 before Spring 2024 will take an additional 3 credit hour nursing elective and NRSI 220 NCLEX Prep. These students will not be required to take NRSI 345.

54 General Ed + 66 Nursing=120 Credit Hours Total

BSN Entry-Level Track Requirements

Suggested Fulltime* Course of Study for BSN Nursing Students

Prerequisites – Semester 1			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		<u>3</u>
Semester Total			16

Prerequisites – Semester 2			Credit Hours
BIOL 206	Human Physiology*		4
CHEM 103	Fundamentals of Chemistry*		4
ENGL 207	Expository Writing*		3
PSYC 230	Life Span Development*		<u>3</u>
Semester Total			14

Prerequisites - Summer			Credit Hours
PHIL 201	Introduction to Philosophy		3
NRSI 205	Critical Thinking*		<u>2</u>
Semester Total			5

Prerequisites – Semester 3			Credit Hours
BIOL 208	Microbiology*		4
GOVT 101	Government & Politics in the United States		3
MATH 227	Introduction to Statistics**		3
HUMANITIES	Humanities Elective		3
BIOL 382	Pathophysiology*		<u>3</u>
Semester Total			16

Year One – Semester 4			Credit Hours
NRSI 202	Foundation Skills of Nursing		3
NRSI 280	Adult Medical Surgical Nursing I		4
	Adult Medical Surgical Nursing I Clinical		
NRSI 215	Pharmacological Basis of Nursing Practice		3
NRSI 206	Health Assessment		<u>3</u>
Semester Total			13

Year One – Semester 5			Credit Hours
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	3
NRSI	300	Informatics	<u>2</u>
Semester Total			15

Year Two – Semester 6			Credit Hours
NRSI	335	Adult Medical Surgical Nursing III	4
		Adult Medical Surgical Nursing III Clinical	3
NRSI	400	Theories and Research in Nursing	3
NRSI	309	Fundamentals of Gerontology	2
SOCI	304	Global Awareness & Cultural Diversity	<u>3</u>
Semester Total			15

Year Two – Semester 7			Credit Hours
NRSI	404	Community and Public Health Nursing	3
NRSI	304	Childbearing Families	3
NRSI	305	Childrearing Families	3
NRSI	345	Adult Medical Surgical Nursing IV*** (Not required for students taking semester 7 starting in Spring 2024)	4
NRSI	XXX	Nursing Elective*** (required for students starting semester 7 in Spring of 2024 who have not yet taken NRSI 345)	<u>3</u>
Semester Total			13 (12 for students enrolled in semester 7 starting in Spring 2024)

Year Three – Semester 8			Credit Hours
NRSI	402	Management and Leadership in Nursing	3
NRSI	303	Professional Nursing Concepts	3
NRSI	410	Nursing Capstone	7
NRSI	220	NCLEX Prep***	<u>1</u>
Semester Total			13 (14 for students enrolled in semester 8 starting Fall 2024)

Total 120

**General Education Classes taken before entry to nursing program*

*** Taken before Nursing Theory*

**** Beginning in the Spring of 2024, students entering semester 7 will no longer be required to take NRSI 345 but will be required to take the NRSI 220 NCLEX Prep course and an additional 3 credit hour nursing elective. NRSI Nursing Electives include BIOL 118, HUMN 108, NRSI 301, NRSI 311, NRSI 315, NRSI 319, NRSI 322, NRSI 344, NRSI 350, NRSI 356, NRSI 359, NRSI 371, NRSI 430, NRSI 471, NRSI 473, and NRSI 474*

BSN Entry-Level Prerequisites and Corequisites

Course Number & Title	Prerequisite	Corequisite
Prerequisite – A course that must be completed successfully before enrollment in listed course is allowed Corequisite – A course that must be completed successfully OR enrolled in concurrently with the listed course.		
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 335	
NRSI 304 Childbearing	Program Admission, BLS, NRSI 202, NRSI 205, NRSI 206, NRSI 212, NRSI 215, NRSI 280, NRSI 325, NRSI 335	
NRSI 305 Childrearing	Program admission, BLS, NRSI 202, NRSI 206, NRSI 212, NRSI 215, NRSI 280, NRSI 325, NRSI 335	
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 325, NRSI 335, NRSI 400	NRSI 304, NRSI 305
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 304, NRSI 305, NRSI 325, NRSI 335, NRSI 345, NRSI 400, NRSI 404	NRSI 402, NRSI 303

BACHELOR OF SCIENCE IN NURSING

FAST TRACK (BSNF)

The fast track is an accelerated baccalaureate program in nursing. The fast track condenses the 2.5 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 54 credit hours of general education courses and 66 credit hours of nursing courses.

The fast track requires full-time 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.

Program Admission

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

1. Submit a college application with all official transcripts.
2. Submit a nursing program application by the listed deadlines. (Spring entry must apply by September 1). Applicants applying after the deadline may be considered for admission based on space availability.
3. 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 formula below.

1. TEAS Exam (Maximum of 40 Points)

Students must achieve a Total Exam Score of at least 60% to qualify for the Fast Track program.

Total Exam Score	Points
80% and above	40 Points
60%-79%	30 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 3.2 on a 4.0 scale. Also, maintain a cumulative GPA of 3.2 or better in the remaining general education courses.

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

- Chemistry, Anatomy, Pathophysiology, 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 fast track, a nonrefundable acceptance fee (includes background check and drug screen) must be submitted. Additional steps will be provided upon successful completion of acceptance steps. When all steps have been completed, 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, the core science GPA falls below 2.5, and/or the cumulative GPA falls below a 3.2 on required courses completed for the nursing program.

BSN Fast Track Plan of Study
(Students starting prior to the 2024-2025 academic year)

Year One – Fall Semester 1			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	<u>3</u>
Semester Total			16

Year One – Spring Semester 2			Credit Hours
BIOL	206	Human Physiology	4
CHEM	103	Fundamentals of Chemistry	4
ENGL	207	Expository Writing	3
PSYC	230	Lifespan Development	3
NRSI	205	Critical Thinking	<u>2</u>
Semester Total			16

Year One – Summer Semester 3			Credit Hours
PHIL	201	Introduction to Philosophy	3
SOCI	304	Global Awareness & Cultural Diversity	3
NRSI	XXX	Nursing Elective	<u>3</u>
Semester Total			9

Year Two – Fall Semester 4			Credit Hours
BIOL	208	Microbiology	4
GOVT	101	Government & Politics in the United States	3
MATH	227	Introduction to Statistics	3
HUMNXXX		Humanities Elective	3
BIOL	382	Pathophysiology	<u>3</u>
Semester Total			16

Year Two – Spring Semester 5			Credit Hours
NRSF	202	Foundation Skills of Nursing (1 st 8 weeks)	3
NRSF	280	Adult Medical Surgical Nursing I & Clinical (2 nd 8 weeks)	4
NRSF	215	Pharmacological Basis of Nursing Practice	3
NRSF	206	Health Assessment	3
NRSF	309	Fundamentals of Gerontology	<u>2</u>
Semester Total			15

Year Two – Summer Semester 6		Credit Hours
NRSF 212	Mental Health/Illness Nursing Concepts	3
NRSF 325	Adult Medical Surgical Nursing II	4
	Adult Medical Surgical Nursing II Clinical	3
NRSF 303	Professional Nursing Concepts	3
NRSF 300	Informatics	<u>2</u>
Semester Total		15

Year Three – Fall Semester 7		Credit Hours
NRSF 304	Childbearing	3
NRSF 305	Childrearing	3
NRSF 335	Adult Medical Surgical Nursing III	3
	Adult Medical Surgical Nursing III Clinical	4
NRSF 404	Community and Public Health Nursing	<u>3</u>
Semester Total		15

Year Three – Spring Semester 8		Credit Hours
NRSF 400	Theories and Research in Nursing	3
NRSF XXX	Nursing Elective*	3
NRSF 402	Management and Leadership in Nursing	3
NRSF 410	Nursing Capstone	7
NRSF 220	NCLEX Prep*	<u>1</u>
Semester Total		17

*Starting Spring of 2024, students enrolled in the final semester that have not yet taken NRSF 345 will no longer be required to take NRSF 345. A 3 credit hour nursing elective and NRSF 220 NCLEX Prep will be required. NRSF Nursing Electives include BIOL 118, HUMN 108, NRSF 301, NRSF 311, NRSF 315, NRSF 319, NRSF 322, NRSF 334, NRSF 350, NRSF 356, NRSF 359, NRSF 371, NRSF 430, NRSF 471, NRSF 472, NRSF 473, and NRSF 474.

BSN Fast Track Prerequisites and Corequisites

Course Number & Title	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, ENG 207, MATH 150, MATH 227, PHIL 201, PSYC 101, PSYC 230, SOCI 101, SOCI 304, NRSF 205, NRSF XXX Nursing Elective		
NRSF 202 Foundations of Nursing	Program admission, BLS, NRSF 205	
NRSF 206 Health Assessment	Program admission, BLS, NRSF 205	NRSF 280, NRSF 215
NRSF 212 Mental Health	Program admission, BLS, NRSF 202, NRSF 205, NRSF 206, NRSF 215, NRSF 280	

Course Number & Title	Prerequisites	Corequisites
NRSF 215 Pharmacology	Program admission, BLS, NRSF 205	NRSF 206, NRSF 280
NRSF 300 Informatics	Program admission, NRSF 205	
NRSF 280 Adult Med. Surg. Nsg I	Program admission, NRSF 202, NRSF 205	NRSF 206, NRSF 215
NRSF 303 Professional Nursing Concepts	Program admission, NRSF 205, NRSF 280	
NRSF 304 Childbearing	Program admission, BLS, NRSF 202, NRSF 205, NRSF 206, NRSF 212, NRSF 215, NRSF 280, NRSF 325, NRSF 335	
NRSF 305 Childrearing	Program admission, BLS, NRSF 202, NRSF 206, NRSF 212, NRSF 215, NRSF 280, NRSF 325, NRSF 335	
NRSF 309 Fund. Of Gerontology	Program admission, NRSF 205	
NRSF 325 Adult Med. Surg. Nsg II	Program admission, BLS, NRSF 202, NRSF 205, NRSF 206, NRSF 215, NRSF 280	
NRSF 335 Adult. Med. Surg. Nsg III	Program admission, BLS, NRSF 202, NRSF 205, NRSF 206, NRSF 212, NRSF 215, NRSF 280, NRSF 325	
NRSF 345 Adult. Med. Surg. Nsg. IV	Program admission, NRSF 202, NRSF 205, NRSF 206, NRSF 212, NRSF 215, NRSF 280, NRSF 304, NRSF 305, NRSF 325, NRSF 335	NRSF 400
NRSF 400 Nursing Theory	Program admission, MATH 227, NRSF 202, NRSF 280	
NRSF 402 Management	Program admission, BLS, NRSF 202, NRSF 205, NRSF 206, NRSF 212, NRSF 215, NRSF 280, NRFA 304, NRSF 305, NRSF 325, NRSF 335, NRSF 404	NRSF 345, NRSF 400
NRSF 404 Community	Program admission, BLS, NRSF 202, NRSF 205, NRSF 206, NRSF 212, NRSF 215, NRSF 280, NRSF 325	NRSF 335
NRSF 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.	
NRSF 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, NRSF 202, NRSF 205, NRSF 206, NRSF 212, NRSF 215, NRSF 280, NRSF 303, NRSF 304, NRSF 305, NRSF 309, NRSF 325, NRSF 335, NRSF 404	NRSF 345, NRSF 400, NRSF 402

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 full-time 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 the degree is not completed 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.
4. Submit a college application with all official transcripts.
5. Submit a nursing program application by the listed deadlines. (Spring entry must apply by September 1). Applicants applying after the deadline may be considered for admission based on space availability.
6. Schedule with the testing center to take the TEAS entrance exam.
7. 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 following 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, Pathophysiology, 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. Additional steps will be provided upon successful completion of acceptance steps. When all steps have been completed, 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, the core science GPA falls below a 2.5, and/or the cumulative GPA falls below a 3.0 on required courses completed for the nursing program.

BSN Accelerated Track Prerequisites and Corequisites

Course Number & Title	Prerequisites	Corequisites
Prerequisite – A course that must be completed successfully before enrollment in listed course is allowed. Corequisite – 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: Prior Bachelor degree, BIOL 205, BIOL 206, BIOL 208, BIOL 382, CHEM 103, Government, MATH 227, PSYC 101, PSYC 230, and SOCI 101.		
NRSA 202 Foundations of Nursing	Program Admission, BLS	

NRSA 206 Health Assessment	Program Admission, BLS	NRSA 280, NRSA 215
NRSA 212 Mental Health	Program Admission, BLS, NRSA 202, NRSA 206, NRSA 215, NRSA 280	
NRSA 215 Pharmacology	Program admission, BLS	NRSA 206, NRSA 280
NRSA 300 Informatics	Program admission	
NRSA 280 Adult Med. Surg. Nsg I	Program admission, NRSA 202	NRSA 206, NRSA 215
NRSA 303 Professional Nursing Concepts	Program admission, NRSA 205, NRSA 280	
NRSA 304 Childbearing	Program admission, BLS, NRSA 202, NRSA 206, NRSA 212, NRSA 215, NRSA 280, NRSA 325, NRSA 335	
NRSA 305 Childrearing	Program admission, BLS, NRSA 202, NRSA 206, NRSA 212, NRSA 215, NRSA 280, NRSA 325, NRSA 335	
NRSA 309 Fund. Of Gerontology	Program admission	
NRSA 325 Adult Med. Surg. Nsg II	Program admission, BLS, NRSA 202, 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 400
NRSA 345 Adult Med. Surg. Nsg IV	Program admission, NRSA 202, NRSA 206, NRSA 212, NRSA 215, NRSA 280, NRSA 304, NRSA 305, NRSA 325, NRSA 335	
NRSA 400 Nursing Theory	Program admission, MATH 227, NRSA 202, NRSA 280	
NRSA 402 Management	Program admission, BLS, NRSA 202, NRSA 206, NRSA 212, NRSA 215, NRSA 280, NRSA 304, NRSA 305, NRSA 325, NRSA 335, NRSA 404	NRSA 345, NRSA 400
NRSA 404 Community	Program admission, BLS, NRSA 202, 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 206, NRSA 212, NRSA 215, NRSA 280, NRSA 303, NRSA 304, NRSA 305, NRSA 325, NRSA 335, NRSA 400, NRSA 404	NRSA 345, NRSA 400, NRSA 402

BSN Accelerated Track Requirements—Suggested Fulltime Course of Study – For students starting prior to the 2024 academic year.

Prerequisites		Credit Hours
CHEM 103	Fundamentals of Chemistry	4
PSYC 101	Introduction to Psychology	3
BIOL 205	Human Anatomy	4
BIOL 206	Human Physiology	4
SOCI 101	Introduction to Sociology	3
BIOL 208	Microbiology	4
MATH 227	Introduction to Statistics	3
PSYC 230	Lifespan Development	3
BIOL 382	Pathophysiology	3
	*Government may be required	<u>3</u>
Total Credits		31*

Year One – Spring Semester 1		Credit Hours
NRSA 202	Foundation Skills of Nursing	3
NRSA 280	Adult Medical Surgical Nursing I & Clinical	4
NRSA 215	Pharmacological Basis of Nursing Practice	3
NRSA 206	Health Assessment	3
NRSA 309	Fundamentals of Gerontology	<u>2</u>
Semester Total		15

Year One – Summer Semester 2		Credit Hours
NRSA 212	Mental Health/Illness Nursing Concepts	3
NRSA 325	Adult Medical Surgical Nursing II	4
	Adult Medical Surgical Nursing II Clinical	3
NRSA 303	Professional Nursing Concepts	3
NRSA 300	Informatics	<u>2</u>
Semester Total		15

Year One – Fall Semester 3		Credit Hours
NRSA 304	Childbearing	3
NRSA 305	Childrearing	3
NRSA 335	Adult Medical Surgical Nursing III	4
	Adult Medical Surgical Nursing III Clinical	3
NRSA 404	Community and Public Health Nursing	<u>3</u>
Semester Total		16

Year Two – Spring Semester 3		Credit Hours
NRSA 400	Theories and Research in Nursing	3
NRSA XXX	Nursing Elective*	3
NRSA 402	Management and Leadership in Nursing	3
NRSA 410	Nursing Capstone	<u>7</u>
NRSA 220	NCLEX Prep*	<u>1</u>
Semester Total		17
Total Credit Awarded for Prior Degree		26 Credit Hours
Total		120 Credit Hours

*Starting Spring of 2024, students enrolled in the final semester who have not yet taken NRSA 345 will no longer be required to take NRSA 345. A 3 credit hour nursing elective and NRSA 220 NCLEX Prep will be required. NRSA Nursing Electives include BIOL 118, HUMN 108, NRSA 301, NRSA 311, NRSA 315, NRSA 319, NRSA 322, NRSA 334, NRSA 350, NRSA 356, NRSA 359, NRSA 371, NRSA 430, NRSA 471, NRSA 472, NRSA 473, or NRSA 474.

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 a regionally accredited associate degree in nursing, and affords the election of continuing with higher education including completion of a Master of Science in Nursing (MSN) degree.

This track requires completion or validation of 120 credit hours for a BSN degree. Of these, 70 credit hours are awarded for the prior diploma or associate degree in nursing and 50 credit hours are required for completion or validation within the RN to BSN track. The 50 credit hours are a combination of 21 credit hours of designated general education courses and 29 credit hours of professional component courses. RN students who have a baccalaureate degree in a non-nursing field will be awarded 18 credit hours of general education course work for their previous degree. The remaining general education courses required for completion of the program include Introduction to Statistics. Students also have the option of submitting an experiential learning portfolio to demonstrate completion of course objectives in certain program specific courses. Courses that have the experiential learning option are NRNC 402 and NRNC 404.

Students accepted into the RN to BSN track have the opportunity to elect to take core courses in the graduate program as dual credit for the required professional component elective courses. These dual credit courses result in fulfilling elective requirements in the undergraduate program and some core requirements in the graduate program. Students may earn up to 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 the RN to BSN Program Application
4. Hold RN licensure (unencumbered)
5. Submit a copy of current AHA BLS for Healthcare Provider Certification
6. Once a candidate has been notified of an offer into nursing courses of the RN to BSN track, a non-refundable acceptance fee (includes background check and drug screen) must be submitted. Additional steps will be provided upon completion of acceptance steps. When all steps have been completed, 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 "C" or better in all courses applicable for transfer
 - a. If seeking to transfer a professional component course (nursing), apply through the Academic Advisor
 - i. Student must obtain course transfer application from the RN to BSN Academic Advisor
 - ii. 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

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*.

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.

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.

RN to BSN Course Requirements

General Education Requirements: 21 Credits*

Course Number		Course Name	Credit Hours
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 Elective (may be NRNC elective or MSN core courses with approval)	
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. 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

Year One – Semester 1	Credit Hours
MATH 150 Intermediate Algebra	3
ENGL 207 Expository Writing	3
SOCI 304 Global Awareness & Cultural Diversity	<u>3</u>
Semester Total	9

Year One – Semester 2		Credit Hours
MATH 227	Introduction to Statistics	3
PSYC 230	Lifespan Development	3
HUMNXXX	Humanities Elective	3
GOVT 101	Government & Politics in the United States	<u>3</u>
Semester Total		12

Suggested Plan of Study – Nursing Courses

Year One – Semester 1		Credit Hours
NRNC 300	Informatics	2
NRNC 312	Health Assessment	2
NRNC 406	Trends, Issues, and Ethics	3
NRNC XXX	Nursing Elective	<u>3</u>
Semester Total		10

Year One – Semester 2		Credit Hours
NRNC 404	Community and Public Health Nursing	3
NRNC 402	Management and Leadership in Nursing	3
NRNC XXX	Nursing Elective	<u>3</u>
Semester Total		9

Year Two – Semester 3		Credit Hours
NRNC XXX	Nursing Elective	3
NRNC 400	Theories and Research in Nursing	3
NRNC 412	Professional Role Transition	<u>3</u>
Semester Total		9

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

LPN Advanced Placement – BSN

The LPN Advanced Placement degree requires 120 credit hours of study. All nursing courses must be completed within five (5) years of graduation. 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.

LPN Testing Out of Select Courses

Candidates who are Licensed Practical Nurses (LPNs) or have successfully completed or will have completed prior to the semester of admission an 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
- LPN to BSN Accelerated Applicants: 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.
- LPN to BSN Entry & LPN to BSN Accelerated Applicants: Complete all required 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 course.
- LPN to BSN Fast Track Applicants: Complete all required prerequisite general education courses with a “C” or better and a cumulative GPA of 3.2 on a 4.0 scale. Courses may be in progress but MUST be completed prior to beginning the first nursing course.
- Core sciences (Human Anatomy, Human Physiology, Chemistry, Microbiology, and Pathophysiology) must meet a minimum GPA of 2.5 on a 4.0 scale.
- Once application has been received, eligible candidates may be notified to schedule and complete an interview.
- Transcript verification and successful completion of LPN program.
- LPN Licensure
- 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.

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

LPN applicants will be given CV credit for NRSA/NRSF/NRSI 202, NRSA/NRSF/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.

Undergraduate Nursing Department Admission Formula

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

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

- LPN to BSN Entry:
 - A minimum of 52 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.
- LPN to BSN Fast Track:
 - A minimum of 52 credit hours completed from the required general education courses with a minimum cumulative GPA 3.2 on a 4.0 scale. Also, maintain a cumulative GPA of 3.2 or better in the remaining general education courses.
- LPN to BSN Accelerated:
 - A minimum of 31 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.

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

- Chemistry, Human Anatomy, Pathophysiology, Human 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 = 80

Further Application Information

Once a candidate has been notified of an offer for admission into nursing courses of the LPN to BSN track, a nonrefundable acceptance fee (includes background check and drug screen) must be submitted. Additional steps will be provided upon completion of acceptance. Once these steps have been completed, 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, the core science GPA falls below 2.5, and/or the cumulative GPA falls below 3.0 for LPN to BSN Entry and LPN to BSN Accelerated, or a 3.2 for LPN to BSN Fast Track, on required courses completed for the nursing program.

LPN to BSN

General Education Requirements Credit Hours

BIOL 208 Microbiology*+	4 credit hours
BIOL 206 Human Physiology*+	4 credit hours
CHEM 103 Fundamentals of Chemistry*+	4 credit hours
ENG 207 Expository Writing+	3 credit hours
HUMN 150 Humanities Elective	3 credit hours
MATH 227 Introduction to Statistics	3 credit hours
PSYC 101 Introduction to Psychology+	3 credit hours
SOCI101 Introduction to Sociology	3 credit hours
BIOL 205 Human Anatomy*+	4 credit hours
BIOL 382 Pathophysiology*+	3 credit hours

ENG 150 English Composition+	3 credit hours
GOVT 101 Government & Politics in the U.S.	3 credit hours
MATH 150 Intermediate Algebra+	3 credit hours
PHIL 201 Introduction to Philosophy	3 credit hours
PSYC 230 Life Span Development+	3 credit hours
SOCI 304 Global Awareness & Cultural Diversity	3 credit hours
NRSI 205 Critical Thinking+	2 credit hours

*Denotes Science Course

+Course must be completed prior to entering the BSN program.

- Must have a minimum combined GPA of 3.0 or higher for the required general education courses to apply. Must also have a minimum combined science GPA of 2.5 or higher for completed science courses to apply.

Nursing Classes – 5 semester program

CV	NRSI 280 Adult Medical Surgical Nursing Adult Medical Surgical Nursing I Practicum	2 Lec/2 Lab
CV	NRSI 202 Foundation Skills of Nursing	2 Lec/1 Lab
Test	NRSI 215 Pharmacological Basis of Nursing	3 Lec
Test	NRSI 304 Care of Childbearing Families	2 Lec/1 Lab
Test	NRSI 305 Care of Childrearing Families	2 Lec/1 Lab
Test	NRSI 212 Mental Health/Illness Nursing	2 Lec/1 Lab
	NRSI 206 Health Assessment	2 Lec/1 Lab
	NRSI 300 Nursing Informatics	2 Lec
	NRSI 325 Adult Medical Surgical Nursing II Adult Medical Surgical Nursing II Practicum	4 Lec/3 Lab
	NRSI 390 Nursing Elective	3 credits
	NRSI 309 Fundamentals of Gerontology	2 Lec
	NRSI 335 Adult Medical Surgical Nursing III Adult Medical Surgical Nursing III Practicum	4 Lec/3 Lab
	NRSI 400 Theories and Research in Nursing	3 Lec
	NRSI 345 Adult Medical Surgical Nursing IV Simulation	4 Lab
	NRSI 404 Community & Public Health Nursing	2 Lec/1 Lab
	NRSI 402 Management & Leadership in Nursing	2 Lec/1 Lab
	NRSI 410 Nursing Capstone	3 Lec/4 Lab
	NRSI 303 Professional Nursing Concepts	3 Lec

Total General Education Courses: 54 Credit Hours

Total Nursing Courses: 66 Credit Hours

Total: 120 Credit Hours

Please see track options above for suggested full-time course of study and course co/pre-requisites.

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.

Cox College ASR students can enter into a dual enrollment program in conjunction with the Cox College BSDI program. For more information, please refer to the catalog's BSDI dual degree options section. The ASR student can begin taking coursework toward their BSDI degree while in the ASR program. Specifically, students pursuing CT or MRI tracks will be able to begin taking modality-specific courses in their last semester and use clinical hours toward their specialty modality training.

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 January 15th 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 must be achieved**. Balance of courses must be complete prior to starting ASR program courses.*

*Note: Applicants not meeting the 3.0 threshold may still interview based on review of the applicant's file, academic record, interview performance, references, and approval from the department chair. Those students accepted into the program may be required to raise their GPA to and/or maintain a minimum of 3.0 for a formal acceptance into the program. Those who are accepted and do not reach the 3.0 minimum will be reviewed on a case-by-case basis for continued acceptance rescinded.

5. Log a minimum of four (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. English credit to also be earned from a 22 on the ACT.
8. Submit two letters of reference.
9. Submit a personal resume (optional).
10. Submit a personal essay to include the following subjects:
 - Accomplishments that have given you the greatest satisfaction.
 - Your reasons for choosing to advance in the specific specialty imaging sciences.
 - Your plans and aspirations for the future.
11. Once the application and all documents are received, eligible candidates will be notified to schedule and complete an interview. More about the interview process can be found later in this handbook or by [clicking on this hyperlink](#).
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.
13. 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.
14. Once a candidate has been notified of an offer for admission into the ASR program, a nonrefundable acceptance fee (covers the background check and drug screen costs) is required. Once received, the student will be registered for classes according to the Academic Calendar.
15. Recently accepted ASR students must attend the ASR New Student Orientation or make arrangements with the program director.
16. A positive drug screen or compromised background check may result in rescinding the student's acceptance into the program

More information on the application process can be found on the program's website:
<https://coxcollege.edu/college-programs/radiologic-sciences-and-imaging-rsi/radiology/>

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 an emphasis in fostering individual student success.

Learning Outcomes

Goal 1: Students will demonstrate clinical competency

- Students will demonstrate the ability to position patients accurately
- Students will apply appropriate technical factors
- Students apply appropriate radiation safety practices
- Students will successfully achieve diagnostic quality images

Goal 2: Students will apply critical thinking skills and knowledge in the clinical setting

- Students demonstrate the adjustment of positioning based on patient or situation assessment
- Students will critique images for diagnostic quality and make adjustments as necessary

Goal 3: Students will be able to communicate effectively with patients, technologists, and providers

- Students will communicate effectively with patients through examination explanations and instructions
- Students will demonstrate effective oral communication skills within the clinical setting
- Students will demonstrate effective written communication skills within didactic coursework

Goal 4: Students will understand and practice professionalism

- Students will exhibit professional behavior in the clinical setting
- Students will analyze ethical dilemmas concerning professional behavior
- Students will participate in community projects towards improvement of the community around them

Programmatic Outcomes

Goal 5: Graduates will be fully prepared for the ARRT registry

- The graduates will score at or above the national average in each section of the ARRT registry exam
- The graduates will successfully pass the ARRT registry exam on their first attempt
- Graduates will indicate satisfaction with the quality of the preparation for the ARRT exam

Goal 6: The Program will Graduate Qualified and Competent Entry-Level Radiographers

- Graduates will indicate satisfaction with being prepared for their job
- Graduates seeking employment will be employed in the field of radiology or continuing their education

- Employers will report satisfaction with the graduate's performance

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 and Branson, 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, Cox Branson 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 shifts and one weekend 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 weekend shift consists of twenty four hours total over Saturday and Sunday – hours may vary. 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 track 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 billed to your student account 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
- No incomplete grades will be given in the coursework, with the exception of RAD 299. All coursework must be completed successfully by the last day of the semester to progress in the ASR program unless mitigating circumstances arise. Which is reviewed on a case-by-case basis and complies with the college's policy for incomplete grades.

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. General Education courses required for the ASR program are listed below:

- Human Anatomy^
- Human Physiology^
- Fundamentals of Chemistry or Physics
- English Composition
- Medical Terminology
- Computer Resources
- Introduction to Psychology
- College Algebra

^Core Science Courses

Substitutions may be accepted on a case-by-case basis for the pre-requisites listed. For example, a different level course in English or Psychology could be accepted for the ASR requirements. However, the student may still be required to take the required entry-level equivalent for a bachelor's degree in the future.

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

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

Radiography

First Year - Semester 1 (Fall)		Credit Hours
RAD 100	Patient Care in Radiography	3
RAD 110	Radiographic Anatomy	2
RAD 120	Imaging Procedures I	2
RAD 121	Imaging Procedures I Lab	3
RAD 141	Radiation Physics I	<u>2</u>
Semester Total		12

First Year – Intersession (Spring)		Credit Hours
RAD 101	Introduction to Clinical Practice	1

First Year – Semester 2 (Spring)	Credit Hours
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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 – Semester 3 (Summer)	Credit Hours
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RAD 192	Clinical Practice II	<u>3</u>
Semester Total		3

Second Year – Semester 4 (Fall)	Credit Hours
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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 – Interession (Spring)	Credit Hours
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RAD 294	Clinical Practice IV	1
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Second Year – Semester 5 (Spring)	Credit Hours
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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 Credit Hours = 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), Magnetic Resonance Imaging (MRI), and Nuclear Medicine (NUC). 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, MRI or NUC. ASR/BSDI Dual degree is offered for CT and MRI pathways. 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, NUC, 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 completion of specific specialty courses and clinical requirements, students are 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), Magnetic Resonance Imaging (MRI), and Nuclear Medicine (NUC).

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, NUC, 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. Applications for ASR/BSID Dual Degree Track for CT and MRI are due November 15. *Summer start is optional for courses that are offered.*
- Students entering the BSID Completion or Healthcare Leadership track may enter the program in any semester. Applications due April 1 or November 15. *Summer start is optional for courses that are offered.*

Application process for CTI, MRI, NUC, DMS, and DMS-Echocardiography specialty program tracks require two personal references, all college transcripts, a copy of the student's imaging licensure card if applicable, and the job shadowing form documenting 16 hours of job shadowing (DMS, MRI, and NUC 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 BSID program. All DMS-Echocardiography applicants must have taken and passed the SPI registry prior to beginning the program.
- Minimum 3.0 GPA in either an imaging program or academic degree or alternatively 3.0 GPA in required prerequisite courses.
- Candidates that have received declined status into the BSID 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 competency requirements of the national credentialing organizations, students enrolled in a BSID 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.

BSID 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 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 CoxHealth (includes all locations and facilities) will rotate through existing clinical sites every 3-4 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 or rotation 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 Trajecsyst. Students are required to use this system for documenting patient exams as well as class and clinical attendance. There is a one-time fee for this service that covers the entire length of the program. This fee ranges from \$50.00 to \$150.00 depending on the length of the program. The fee is tied to the first clinical practice or lab course.

Guaranteed Acceptance Program

The BSDI program allows guaranteed acceptance to any current Cox College ASR student in good standing. 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 2.7 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)

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	*
NUC 300	*	*
NUC 302	*	*

NUC 304	*	*
NUC 306	*	*
NUC 308	*	*
NUC 310	NUC 300	*
NUC 312	NUC 302	*
NUC 314	NUC 306	*
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 392	*	*
SDI 400	SDI 340, SDI 360	*
SDI 401	SDI 340, SDI 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, NUC, 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.

ASR/BSDI Dual degree track pathways are available for Cox College ASR students wishing to begin CT or MRI didactic and clinical experiences. Beginning in the fifth semester, students can begin taking offered CT or MRI didactic courses with additional specialty pathway observational hours beginning while in RAD 295 at the discretion of the ASR program director and clinical coordinator.

Students wishing to complete the CT or MRI credentialing pathway curriculum and clinical courses without dual enrollment in the BSDI degree, can do so as non-degree seeking.

Cox College ASR/BSDI Dual Degree Track – CT Pathway

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 – Interession (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		14
First Year - Semester 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		16
First Year - Semester 6 (Summer)		Credit Hours
CTI 302	CT Imaging Procedures	2
SDI 304	Specialty Imaging Pathology	2
SDI 410	Clinical Practice IV	3
BSDI Elective		<u>3</u>
Semester Total		10

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
<i>*Class may be taken at any regionally accredited college or university.</i>	

Cox College ASR/BSDI Dual Degree Track – MRI Pathway

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 – Interession (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	14

First Year - Semester 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 - Intersession (Spring)		Credit Hours
RAD 294	Clinical Practice IV	1

Second Year - Semester 5 (Spring)		Credit Hours
RAD 289	Professionalism and Ethics	3
RAD 299	Radiography Capstone	4
RAD 263	Image Production III	2
RAD 295	Clinical Practice V	2
MRI 331	MRI Imaging Production and Procedures II	2
SDI 302	Specialty Imaging Sectional Anatomy	<u>2</u>
Semester Total		15

Second Year - Semester 6 (Summer)		Credit Hours
SDI 302	Specialty Imaging Pathology	2
SDI 410	Clinical Practice IV	3
BSDI Elective		<u>3</u>
Semester Total		8

Third Year - Semester 7 (Fall)		Credit Hours
MRI 329	MRI Imaging Production and Procedures I	3
SDI 314	Patient Care and Safety	3
SDI 340	Clinical Practice I	<u>3</u>
Semester Total		9

General Education	25
Total Program Credit Hours	51
BSDI-MRI Courses	18
BSDI General Education	12
BSDI Electives	6
Successful Completion of ARRT (MRI) registry	<u>8</u>
Total Degree Credit Hours	120

*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: 60 Credit Hours Available		Credit Hours
SDI 108	Spanish for Healthcare Professionals	3
SDI 238	Common Reader	3
SDI 300	Specialty Imaging Ethics	3
SDI 301	Emotional Intelligence in Leadership	3
SDI 311	Building Team Culture	3
SDI 314	Patient Care & Safety	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

**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, NUC, 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

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

Healthcare Leadership: 18 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

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*

Nuclear Medicine (NUC): 37 Credit Hours		Credit Hours
NUC 300	NM Physics and Instrumentation I	3
NUC 302	NM Procedures & Diagnosis I	3
NUC 304	Introduction to Nuclear Medicine	2
NUC 306	Radiopharmacy I	2
NUC 308	Radiation Biology & Protection	2
NUC 310	NM Physics and Instrumentation II	3
NUC 312	NM Procedures & Diagnosis II	3
NUC 314	Radiopharmacy II	2
SDI 300	Specialty Imaging Ethics	3
SDI 314	Patient Care and Safety	3
SDI 340	Clinical Practice I	3
SDI 360	Clinical Practice II	1
SDI 401	Clinical Practice III	3
SDI 380	Specialty Imaging Capstone II	1
SDI 410	Clinical Practice IV	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, NUC, 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.*

***Summer start is optional for courses that are offered with advisor approval.*

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: 60 Credit Hours Available		Credit Hours
SDI 108	Spanish for Healthcare Professionals	3
SDI 238	Common Reader	3
SDI 300	Specialty Imaging Ethics	3
SDI 301	Emotional Intelligence in Leadership	3
SDI 311	Building Team Culture	3
SDI 314	Patient Care & Safety	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

**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, NUC, 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*

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

Healthcare Leadership: 18 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

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*

Nuclear Medicine (NUC): 37 Credit Hours		Credit Hours
NUC 300	NM Physics and Instrumentation I	3
NUC 302	NM Procedures & Diagnosis I	3
NUC 304	Introduction to Nuclear Medicine	2
NUC 306	Radiopharmacy I	2
NUC 308	Radiation Biology & Protection	2
NUC 310	NM Physics and Instrumentation II	3
NUC 312	NM Procedures & Diagnosis II	3
NUC 314	Radiopharmacy II	2
SDI 300	Specialty Imaging Ethics	3
SDI 314	Patient Care and Safety	3
SDI 340	Clinical Practice I	3
SDI 360	Clinical Practice II	1
SDI 401	Clinical Practice III	3
SDI 380	Specialty Imaging Capstone II	1
SDI 410	Clinical Practice IV	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, CCI, or NMTCB 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.*

****Summer start is optional for courses that are offered with advisor approval.*

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: 60 Credit Hours Available		Credit Hours
SDI 108	Spanish for Healthcare Professionals	3
SDI 238	Common Reader	3
SDI 300	Specialty Imaging Ethics	3
SDI 301	Emotional Intelligence in Leadership	3
SDI 311	Building Team Culture	3
SDI 314	Patient Care and Safety	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

**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, NUC, 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), Magnetic Resonance Imaging (MRI), Nuclear Medicine (NUC). 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 in Diagnostic Medical Sonography are required to be already holding a minimum of an associate's degree, in addition to completing the required prerequisite courses with a grade of "C" or higher. 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 credit hours)**
- Human Anatomy (4 credit hours)*
- Human Physiology (4 credit hours)*
- Medical Terminology (2-3 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 primary pathway. Exceptions may be made for applicants currently employed in an allied health profession providing total body patient care.*

***College-level Physics course as a prerequisite for the DMS program should contain introductory concepts such as wave motion, heat, electricity, force, and energy. A Physics Lab is not required for the program. Physics courses for education majors are not accepted.*

Students seeking a primary certification in MRI or NUC are required to hold a minimum of an Associate's degree. In addition to completing the required prerequisite courses with a grade of "C-" or higher. The following are required prerequisite courses:

- College Algebra, Statistics, or higher mathematics course (3 credit hours)
- Human Anatomy or Human Anatomy & Physiology I (4 credits) *
- Medical Terminology (2-3 credit hours)
- Oral or Written Communications (3 credit hours)

Students applying to the MRI or NUC program who do not have Human Anatomy or a Human Anatomy & Physiology I course at the time of applying may take a Human Anatomy & Physiology refresher course the summer semester prior to beginning the program.

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

****Summer start is optional for courses that are offered with advisor approval.*

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 for accelerated option.

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

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 Intercession 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
Required General Education Credit Hours		<u>12</u>
Total Program Credit Hours		151-155

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

Nuclear Medicine (NUC) 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. The Nuclear Medicine program is a 42-week program. Total required clinical hours (**1088 hours**) must be completed.

Fall Semester		Credit Hours
NUC 300	NM Physics and Instrumentation I	3
NUC 302	NM Procedures & Diagnosis I	3
NUC 304	Introduction to Nuclear Medicine	2
NUC 306	Radiopharmacy I	2
SDI 314	Patient Care and Safety	3
SDI 340	Clinical Practice I	<u>3</u>
Semester Total		16
Spring Intersession		Credit Hours
SDI 360	Clinical Practice II	<u>1</u>
Session Total		1
Spring Semester		Credit Hours
NUC 308	Radiation Biology & Protection	2
NUC 310	NM Physics and Instrumentation II	3
NUC 312	NM Procedures & Diagnosis II	3
NUC314	Radiopharmacy II	2
SDI 300	Specialty Imaging Ethics	3
SDI 401	Clinical Practice III	<u>3</u>
Semester Total		16
Summer Semester		Credit Hours
SDI 380	Specialty Imaging Capstone II	1
SDI 410	Clinical Practice IV	<u>3</u>
Semester Total		4
Total program credit hours		37

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), the Master of Science in Occupational Therapy (MSOT), and the Doctor of Occupational Therapy (OTD).

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 as few as 5 semesters of full-time study. Course work is online with the exception of clinical practicum experiences, which can be completed in approved locations nationwide.

The MSN degree offers 45-46 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) or psychiatric mental health nurse practitioner (PMHNP). 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 and the Nurse Practice Act of Missouri. They also practice by the ANA Code of Ethics.

Program Tracks

The 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.

The 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
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	A Urine Drug Screen is required at time of admission.
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.
<p>*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/</p>	

2. Students will be required to meet any other vaccination/immunization requirement of their clinical placements, which vary by location.
3. MSN students must have a completed BSN transcript on file.
4. 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:

1. Students should reduce work commitments to part time or PRN while in school, especially if enrolled full time.
2. 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.
 - a. A provisional admission occurs when one or more of the admission standards has not been met but the college feels you could still be successful in the program. The requirements of an academic provisional acceptance are: passing the 3 P's (advanced Physical assessment, advanced Pharmacology, and advanced Pathophysiology) with an 85% the first time the student takes the course. After successful progression through the 3 P's on the first attempt, provisional status drops.
 - b. Other provisions may be granted as appropriate such as the provision that the student must provide certain documentation before being allowed to begin clinical courses.
 - c. Any provision will be outlined in the acceptance letter and noted by advising. It is the student's responsibility to seek out advising and ask questions if they do not understand their provisions.
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

Grading

Each course earns one 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 may be dismissed from the MSN program at Cox College at that time. A remediation process may be offered to students who meet the criteria for remediation upon their second failure. Students must receive a passing (P) final grade in the corequisite 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

Course Number	Course Title	Credit Hours
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 512B	Advanced Physical Assessment	3
MSN 513B	Advanced Physical Assessment II (120 hours)	2
MSN 525B	Evidence-Based Practice in Health Care I	3
MSN 528B	Evidence-Based Practice in Health Care II	3
MSN 550	Advanced Practice Applications (Elective)	3
MSN 620	HPPPC* I: Adult through Aging^	3
MSN 621	HPPPC I Clinical Practicum (180 hours)^	3
MSN 622B	HPPPC II: Women's Health/Reproductive^	3
MSN 623B	HPPPC II Clinical Practicum (120 hours)^	2
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 644B	Counseling & Psychotherapy~	2
MSN 645B	Counseling & Psychotherapy Clinical Practicum (180 hours)~	3
MSN 646B	Psychotherapy Management Across the Life Span~	3
MSN 647B	Psychotherapy...Life Span Clinical Practicum (240 hours)~	4
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 Number & Title	Prerequisite(s)	Pre/Corequisites
MSN 502 Leadership in Health Care and Nursing Education Systems	Undergraduate Leadership or Equivalent	NONE
MSN 504 Advanced Physiology and Pathophysiology	Undergraduate Pathophysiology or Equivalent	
MSN 506 Ethical and Legal Practice in Health Care	Undergraduate Ethics or Equivalent	
MSN 508 Role of the Advanced Practice Nurse	Current RN-BSN or Admission to MSN	
MSN 510 Advanced Pharmacology	Undergraduate Pharmacology or Equivalent	
MSN 512B Advanced Physical Assessment	Undergraduate Assessment or Equivalent	
MSN 513B Advanced Physical Assessment II	MSN 512B Must have current unencumbered RN license on file	
MSN 525B Evidence-Based Practice in Health Care I	MATH 227 & Undergraduate Research or Equivalent	
MSN 528B Evidenced-Based Practice in Health Care II	MSN 525B or Equivalent	
MSN 620 (FNP) Health Promotion/Prevention in Primary Care: Adult through Aging	504, 510, 512B, 513B	621
MSN 621 (FNP) Health Promotion/Prevention in Primary Care: Adult through Aging Practicum	504, 510, 512B, 513B	620
MSN 622B (FNP) Health Promotion/Prevention in Primary Care: Women's Health/Reproductive	504, 508, 510, 512B, 513B, 620, 621	623B
MSN 623B (FNP) Health Promotion/Prevention in Primary Care: Women's Health/Reproductive Practicum	504, 508, 510, 512B, 513B, 620, 621	622B
MSN 624 (FNP) Health Promotion/Prevention in Primary Care: Newborn to Adolescent	504, 508, 510, 512B, 513B, 620, 621	622B, 623B, 625
MSN 625 (FNP) Health Promotion/Prevention in Primary Care: Newborn to Adolescent Practicum	504, 508, 510, 512B, 513B, 620, 621	622B, 623B, 624
MSN 626 Role of the Advanced Practice Nurse II	504, 508, 510, 512B, 513B, 620, 621, 622B, 624, 625	MUST BE TAKEN WITH 628 (FNP) OR 649 (FNP)

MSN 628 (FNP) Advanced Practicum and Research	504, 508, 510, 512B, 513B, 620, 621, 622B, 623B, 625	626
MSN 640 (PMHNP) Family & Child Dynamic	504, 510, 512B	508
MSN 642 (PMHNP) Advanced Pharmacology	504, 510, 512B	640
MSN 644B (PMHNP) Counseling & Psychotherapy	504, 508, 510, 512B/513B, 640	645B
MSN 645B (PMHNP) Counseling & Psychotherapy Practicum	504, 508, 510, 512B/513B, 640	644B
MSN 646B (PMHNP) Psychotherapy Across the Life Span	504, 508, 510, 512B/513B, 640, 642, 644B/645B	647B
MSN 647B (PMHNP) Psychotherapy Across the Life Span Practicum	504, 508, 510, 512B/513B, 640, 642, 644B/645B	646B
MSN 649 (PMHNP) PMHNP Practice Practicum	504, 508, 510, 512B/513B, 640, 642, 644B/645B, 646B/647B	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: The plans of study listed below are suggestions. They can be customized by meeting with the MSN advisor. Students should bear in mind financial aid implications and whether a course is offered in a given semester when making changes. Post-master students of FNP and PMHNP tracks will work with their advisor on a custom plan based on their academic needs.

Suggested Full-Time Plan of Study (Fall Admission)

5 SEMESTERS (FA YEAR 1, SPR/FA YEAR 2, SPR/FA YEAR 3)

Year One – Fall Semester 1

Course Number & Title	Credit Hours	Notes
MSN 504 PATHO	3	3 P'S ; DIDACTIC
MSN 510 PHARM*	3	3 P'S ; DIDACTIC
MSN 508 ROLES 1	1	DIDACTIC; 2 ND 8 WEEKS
MSN 512B ADV PHYS ASSMNT	3	3 P'S ; DIDACTIC W/ COMPS
TOTAL	10	NO CLINICAL

Year Two – Spring Semester 2

Course Number & Title	Credit Hours	Notes
MSN 513B ADV ASSMNT II	2	3 P'S , CLINICAL 120 HRS
MSN 525B EBP 1	3	DIDACTIC
MSN 506 ETHICS/LEGAL*	3	DIDACTIC ; 1 ST 8 WEEKS
TOTAL	8	120 CLINICAL HOURS

Year Two – Fall Semester 3

Course Number & Title	Credit Hours	Notes
MSN 528B EBP 2	3	DIDACTIC
MSN 620 ADULT/AGING	3	DIDACTIC
MSN 621 ADULT/AGING	3	CLINICAL 180 HRS
TOTAL	9	180 CLINICAL HOURS

Year Three – Spring Semester 4

Course Number & Title	Credit Hours	Notes
MSN 622 WOMEN'S HEALTH	3	DIDACTIC
MSN 623B WOMEN'S HEALTH	2	CLINICAL 120 HRS
MSN 624 NB ADOL	3	DIDACTIC
MSN 625 NB ADOL	2	CLINICAL 120 HRS
TOTAL	10	240 CLINICAL HRS

Year Three – Fall Semester 5

Course Number & Title	Credit Hours	Notes
MSN 502 LEADERSHIP*	3	1 ST 8 WEEKS
MSN 626 ROLES 2	1	2 ND 8 WEEKS
MSN 628 PRACTICUM	4	CLINICAL 240 HRS
TOTAL	8	240 CLINICAL HRS

Suggested Full-Time Plan of Study (Spring Admission)
5 SEMESTERS (SP/FA YEAR 1, SPR/FA YEAR 2, SPR YEAR 3)

Year One – Spring Semester 1

Course Number & Title	Credit Hours	Notes
MSN 504 PATHO	3	3 P'S ; DIDACTIC
MSN 510 PHARM*	3	3 P'S ; DIDACTIC
MSN 512B ADV PHYS ASSMNT	3	3 P'S ; DIDACTIC W/ COMPS
TOTAL	9	NO CLINICAL

Year One – Fall Semester 2

Course Number & Title	Credit Hours	Notes
MSN 513B ADV ASSMNT II	2	3 P'S , CLINICAL 120 HRS
MSN 525B EBP 1	3	DIDACTIC
MSN 502 LEADERSHIP*	3	DIDACTIC; 1 ST 8 WEEKS
MSN 508 ROLES 1	1	DIDACTIC; 2 ND 8 WEEKS
TOTAL	9	120 CLINICAL HOURS

Year Two – Spring Semester 3

Course Number & Title	Credit Hours	Notes
MSN 528B EBP 2	3	DIDACTIC
MSN 620 ADULT/AGING	3	DIDACTIC
MSN 621 ADULT/AGING	3	CLINICAL 180 HRS
TOTAL	9	180 CLINICAL HOURS

Year Two – Fall Semester 4

Course Number & Title	Credit Hours	Notes
MSN 622 WOMEN'S HEALTH	3	DIDACTIC
MSN 623B WOMEN'S HEALTH	2	CLINICAL 120 HRS
MSN 624 NB ADOL	3	DIDACTIC
MSN 625 NB ADOL	2	CLINICAL 120 HRS
TOTAL	10	240 CLINICAL HOURS

Year Three – Spring Semester 5

Course Number & Title	Credit Hours	Notes
MSN 506 ETHICS/LEGAL*	3	DIDACTIC; 1 ST 8 WEEKS
MSN 626 ROLES 2	1	DIDACTIC; 2 ND 8 WEEKS
MSN 628 PRACTICUM	4	CLINICAL 240 HRS
TOTAL	8	240 CLINICAL HOURS

Suggested Part-Time Plan of Study (Fall Admission)**7 SEMESTERS (FA YEAR 1, SPR/FA YEAR 2, SPR/FA YEAR 3, SPR/FA YEAR 4)****SEMESTER 1: FALL YEAR 1****Year One – Fall Semester 1**

Course Number & Title	Credit Hours	Notes
MSN 504 PATHO	3	3 P'S ; DIDACTIC
MSN 510 PHARM*	3	3 P'S ; DIDACTIC
MSN 508 ROLES 1	1	DIDACTIC; 2 ND 8 WEEKS
TOTAL	7	NO CLINICAL

Year Two – Spring Semester 2

Course Number & Title	Credit Hours	Notes
MSN 512B ADV PHYS ASSMNT	3	3 P'S ; DIDACTIC W/ COMPS
MSN 506 ETHICS/LEGAL*	3	DIDACTIC; 1 ST 8 WEEKS
TOTAL	6	NO CLINICAL

Year Two – Fall Semester 3

Course Number & Title	Credit Hours	Notes
MSN 513B ADV ASSMNT II	2	3 P'S , CLINICAL 120 HRS
MSN 525B EBP 1	3	DIDACTIC
TOTAL	5	120 CLINICAL HOURS

Year Three – Spring Semester 4

Course Number & Title	Credit Hours	Notes
MSN 620 ADULT/AGING	3	DIDACTIC
MSN 621 ADULT/AGING	3	CLINICAL 180 HRS
TOTAL	6	180 CLINICAL HOURS

Year Three – Fall Semester 5

Course Number & Title	Credit Hours	Notes
MSN 622 WOMEN'S HEALTH	3	DIDACTIC
MSN 623B WOMEN'S HEALTH	2	CLINICAL 120 HRS
MSN 502 LEADERSHIP*	3	DIDACTIC 1 ST 8 WEEKS
TOTAL	8	120 CLINICAL HOURS

Year Four – Spring Semester 6

Course Number & Title	Credit Hours	Notes
MSN 528B EBP 2	3	DIDACTIC
MSN 624 NB ADOL	3	DIDACTIC
MSN 625 NB ADOL	2	CLINICAL 120 HRS
TOTAL	8	120 CLINICAL HOURS

Year Four – Fall Semester 7

Course Number & Title	Credit Hours	Notes
MSN 626 ROLES 2	1	DIDACTIC; 2 ND 8 WEEKS
MSN 628 PRACTICUM	4	CLINICAL 240 HRS
TOTAL	5	240 CLINICAL HOURS

Suggested Part-Time Plan of Study (Spring Admission)**7 SEMESTERS (SP/FA YEAR 1, SP/FA YEAR 2, SP/FA YEAR 3, SP YEAR 4)****Year One – Spring Semester 1**

Course Number & Title	Credit Hours	Notes
MSN 504 PATHO	3	3 P'S ; DIDACTIC
MSN 510 PHARM*	3	3 P'S ; DIDACTIC
TOTAL	6	NO CLINICAL

Year One – Fall Semester 2

Course Number & Title	Credit Hours	Notes
MSN 512B ADV PHYS ASSMNT	3	3 P'S ; DIDACTIC W/ COMPS
MSN 502 LEADERSHIP*	3	DIDACTIC; 1 ST 8 WEEKS
MSN 508 ROLES 1	1	DIDACTIC; 2 ND 8 WEEKS
TOTAL	7	NO CLINICAL

Year Two – Spring Semester 3

Course Number & Title	Credit Hours	Notes
MSN 513B ADV ASSMNT II	2	3 P'S , CLINICAL 120 HRS
MSN 525B EBP 1	3	DIDACTIC
TOTAL	5	120 CLINICAL HOURS

Year Two – Fall Semester 4

Course Number & Title	Credit Hours	Notes
MSN 620 ADULT/AGING	3	DIDACTIC
MSN 621 ADULT/AGING	3	CLINICAL 180 HRS
TOTAL	6	180 CLINICAL HOURS

Year Three – Spring Semester 5

Course Number & Title	Credit Hours	Notes
MSN 622 WOMEN'S HEALTH	3	DIDACTIC
MSN 623B WOMEN'S HEALTH	2	CLINICAL 120 HRS
MSN 506 ETHICS/LEGAL*	3	DIDACTIC; 1 ST 8 WEEKS
TOTAL	8	120 CLINICAL HOURS

Year Three – Fall Semester 6

Course Number & Title	Credit Hours	Notes
MSN 528B EBP 2	3	DIDACTIC
MSN 624 NB ADOL	3	DIDACTIC
MSN 625 NB ADOL	2	CLINICAL 120 HRS
TOTAL	8	120 CLINICAL HOURS

Year Four – Spring Semester 7

Course Number & Title	Credit Hours	Notes
MSN 626 ROLES 2	1	DIDACTIC; 2 ND 8 WEEKS
MSN 628 PRACTICUM	4	CLINICAL 240 HRS
TOTAL	5	240 CLINICAL HOURS

MSN Program: Psychiatric Mental Health Nurse Practitioner

Note: The plans of study listed below are suggestions. They can be customized by meeting with the MSN advisor. Students should bear in mind financial aid implications and whether a course is offered in a given semester when making changes. Post-master students of FNP and PMHNP tracks will work with their advisor on a custom plan based on their academic needs.

Suggested Full-Time Plan of Study (Fall Admission)

5 SEMESTERS (FA YEAR 1, SPR/FA YEAR 2, SPR/FA YEAR 3)

Year One – Fall Semester 1

Course Number & Title	Credit Hours	Notes
MSN 504 PATHO	3	3 P'S ; DIDACTIC
MSN 510 PHARM*	3	3 P'S ; DIDACTIC
MSN 508 ROLES 1	1	DIDACTIC; 2 ND 8 WEEKS
MSN 512B ADV PHYS ASSMNT	3	3 P'S ; DIDACTIC W/ COMPS
TOTAL	10	NO CLINICAL

Year Two – Spring Semester 2

Course Number & Title	Credit Hours	Notes
MSN 513B ADV ASSMNT II	2	3 P'S , CLINICAL 120 HRS
MSN 525B EBP 1	3	DIDACTIC
MSN 506 ETHICS/LEGAL*	3	DIDACTIC; 1 ST 8 WEEKS
MSN 642 ADV PSYCHOPHARM	2	DIDACTIC
TOTAL	10	120 CLINICAL HOURS

Year Two – Fall Semester 3

Course Number & Title	Credit Hours	Notes
MSN 640 FAMILY & CHILD	3	DIDACTIC; 1 ST 8 WEEKS
MSN 644 COUNS & PSYCH	2	DIDACTIC
MSN 645B COUNS & PSYCH	3	CLINICAL 180 HRS
TOTAL	8	180 CLINICAL HOURS

Year Three – Spring Semester 4

Course Number & Title	Credit Hours	Notes
MSN 528B EBP 2	3	DIDACTIC
MSN 646 LIFESPAN PSYCH	3	DIDACTIC
MSN 647B LIFESPAN PSYCH	4	CLINICAL 240 HRS
TOTAL	10	240 CLINICAL HOURS

Year Three – Fall Semester 5

Course Number & Title	Credit Hours	Notes
MSN 502 LEADERSHIP*	3	DIDACTIC; 1 ST 8 WEEKS
MSN 626 ROLES 2	1	DIDACTIC; 2 ND 8 WEEKS
MSN 649 PMHNP PRACTICUM	4	CLINICAL 240 HRS
TOTAL	8	240 CLINICAL HOURS

Suggested Full-Time Plan of Study (Spring Admission) 5 SEMESTERS (SP/FA YEAR 1, SP/FA YEAR 2, SP YEAR 3)

Year One – Spring Semester 1

Course Number & Title	Credit Hours	Notes
MSN 504 PATHO	3	3 P'S ; DIDACTIC
MSN 510 PHARM*	3	3 P'S ; DIDACTIC
MSN 512B ADV PHYS ASSMNT	3	3 P'S ; DIDACTIC W/ COMPS
TOTAL	9	NO CLINICAL

Year One – Fall Semester 2

Course Number & Title	Credit Hours	Notes
MSN 513B ADV ASSMNT II	2	3 P'S , CLINICAL 120 HRS
MSN 640 FAMILY & CHILD	3	DIDACTIC; 1 ST 8 WEEKS
MSN 508 ROLES 1	1	DIDACTIC; 2 ND 8 WEEKS
MSN 525B EBP 1	3	DIDACTIC
TOTAL	9	120 CLINICAL HOURS

Year Two – Spring Semester 3

Course Number & Title	Credit Hours	Notes
MSN 528B EBP 2	3	DIDACTIC
MSN 642 ADV PSYCHOPHARM	2	DIDACTIC
MSN 646 LIFESPAN PSYCH	3	DIDACTIC
MSN 647B LIFESPAN PSYCH	4	CLINICAL 240 HRS
TOTAL	12	240 CLINICAL HOURS

Year Two – Fall Semester 4

Course Number & Title	Credit Hours	Notes
MSN 502 LEADERSHIP*	3	DIDACTIC; 1 ST 8 WEEKS
MSN 644 COUNS & PSYCH	2	DIDACTIC
MSN 645B COUNS & PSYCH	3	CLINICAL 180 HRS
TOTAL	8	180 CLINICAL HOURS

Year Three – Spring Semester 5

Course Number & Title	Credit Hours	Notes
MSN 506 ETHICS/LEGAL*	3	DIDACTIC; 1 ST 8 WEEKS
MSN 626 ROLES 2	1	DIDACTIC; 2 ND 8 WEEKS
MSN 649 PMHNP PRACTICUM	4	CLINICAL 240 HRS
TOTAL	8	240 CLINICAL HOURS

Sample Part-Time Plan of Study (Fall Admission)**7 SEMESTERS (FA YEAR 1, SPR/FA YEAR 2, SPR/FA YEAR 3, SPR/FA YEAR 4)****Year One – Fall Semester 1**

Course Number & Title	Credit Hours	Notes
MSN 504 PATHO	3	3 P'S ; DIDACTIC
MSN 510 PHARM*	3	3 P'S ; DIDACTIC
MSN 508 ROLES 1	1	DIDACTIC; 2 ND 8 WEEKS
TOTAL	7	NO CLINICAL

Year Two – Spring Semester 2

Course Number & Title	Credit Hours	Notes
MSN 512B ADV PHYS ASSMNT	3	3 P'S ; DIDACTIC W/ COMPS
MSN 642 ADV PSYCHOPHARM	2	DIDACTIC
TOTAL	5	NO CLINICAL

Year Two – Fall Semester 3

Course Number & Title	Credit Hours	Notes
MSN 513B ADV ASSMNT II	2	3 P'S , CLINICAL 120 HRS
MSN 640 FAMILY & CHILD	3	DIDACTIC; 1 ST 8 WEEKS
MSN 525B EBP 1	3	DIDACTIC
TOTAL	8	120 CLINICAL HOURS

Year Three – Spring Semester 4

Course Number & Title	Credit Hours	Notes
MSN 506 ETHICS/LEGAL*	3	DIDACTIC; 1 ST 8 WEEKS
MSN 528B EBP 2	3	DIDACTIC
TOTAL	6	NO CLINICAL

Year Three – Fall Semester 5

Course Number & Title	Credit Hours	Notes
MSN 502 LEADERSHIP*	3	DIDACTIC; 1 ST 8 WEEKS
MSN 644 COUNS & PSYCH	2	DIDACTIC
MSN 645B COUNS & PSYCH	3	CLINICAL 180 HRS
TOTAL	8	180 CLINICAL HOURS

Year Four – Spring Semester 6

Course Number & Title	Credit Hours	Notes
MSN 646 LIFESPAN PSYCH	3	DIDACTIC
MSN 647B LIFESPAN PSYCH	4	CLINICAL 240 HRS
TOTAL	7	240 CLINICAL HOURS

Year Four – Fall Semester 7

Course Number & Title	Credit Hours	Notes
MSN 626 ROLES 2	1	DIDACTIC; 2 ND 8 WEEKS
MSN 649 PMHNP PRACTICUM	4	CLINICAL 240 HRS
TOTAL	5	240 CLINICAL HOURS

Sample Part-Time Plan of Study (Spring Admission)**7 SEMESTERS (SP/FA YEAR 1, SP/FA YEAR 2, SP/FA YEAR 3, SPR YEAR 4)****Year One – Spring Semester 1**

Course Number & Title	Credit Hours	Notes
MSN 504 PATHO	3	3 P'S ; DIDACTIC
MSN 510 PHARM*	3	3 P'S ; DIDACTIC
TOTAL	6	NO CLINICAL

Year One – Fall Semester 2

Course Number & Title	Credit Hours	Notes
MSN 512B ADV PHYS ASSMNT	3	3 P'S ; DIDACTIC W/ COMPS
MSN 508 ROLES 1	1	DIDACTIC; 2 ND 8 WEEKS
MSN 525B EBP 1	3	DIDACTIC
TOTAL	7	NO CLINICAL

Year Two – Spring Semester 3

Course Number & Title	Credit Hours	Notes
MSN 513B ADV ASSMNT II	2	3 P'S , CLINICAL 120 HRS
MSN 642 ADV PSYCHOPHARM	2	DIDACTIC
MSN 506 ETHICS/LEGAL*	3	DIDACTIC; 1 ST 8 WEEKS
TOTAL	7	120 CLINICAL HOURS

Year Two – Fall Semester 4

Course Number & Title	Credit Hours	Notes
MSN 640 FAMILY & CHILD	3	DIDACTIC; 1 ST 8 WEEKS
MSN 502 LEADERSHIP*	3	DIDACTIC; 1 ST 8 WEEKS
MSN 528B EBP 2	3	DIDACTIC
TOTAL	9	NO CLINICAL

Year Three – Spring Semester 5

Course Number & Title	Credit Hours	Notes
MSN 646 LIFESPAN PSYCH	3	DIDACTIC
MSN 647B LIFESPAN PSYCH	4	CLINICAL 240 HRS
TOTAL	7	240 CLINICAL HOURS

Year Three – Fall Semester 6

Course Number & Title	Credit Hours	Notes
MSN 644 COUNS & PSYCH	2	DIDACTIC
MSN 645B COUNS & PSYCH	3	CLINICAL 180 HRS
TOTAL	5	180 CLINICAL HOURS

Year Four – Spring Semester 7

Course Number & Title	Credit Hours	Notes
MSN 626 ROLES 2	1	DIDACTIC; 2 ND 8 WEEKS
MSN 649 PMHNP PRACTICUM	4	CLINICAL 240 HRS
TOTAL	5	240 CLINICAL HOURS

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 in 12 months of program completion.

Prepare graduates to effectively utilize current and pertinent scientific literature in practice as a clinical nutrition practitioner.

- 80% of employers will agree/strongly agree that graduates are able to incorporate scientific research in their clinical practice.
- 80% of graduates will agree/strongly agree that they feel competent to evaluate and incorporate current and relevant literature in their clinical practice.
- 25% of graduates will pursue advanced/specialty positions/certifications or further graduate education over a 5- year period.

Support the need for clinical nutrition practitioners in southwest Missouri and the Midwest region.

- 25% of graduates will seek employment in southwest Missouri or the Midwest region.
- 90% of students will complete the program with their cohort (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 in 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 1,025 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.

Applicant Requirements

- Academy of Nutrition and Dietetics Verification Statement or Declaration of Intent to Complete a Didactic Program in Dietetics (DPD)
- A GPA of 3.0 preferred. Students with a GPA of less than 3.0 are still encouraged to apply
- Cox College requires US Citizenship for admissions to the College.

Note: The GRE is not required

How to Apply

Cox College uses a centralized application system to accept student applications. To apply to our program, complete the following steps:

- Visit the DICAS portal
- Complete the four quadrants of the application. Key required elements of the application include the following:
 - Background and demographic information
 - Coursework and transcripts
 - Supporting information, such as work experience, memberships, achievements, certifications, and signed DPD verification statement (or declaration of intent)
 - Cox College admissions materials, which include a personal statement, and three letters of recommendation.
 - Add Cox College MND/DI and submit your application before the match date deadline of February 15th.

Selection Procedure

Selection of the successful applicants is made by a committee composed of the MND Chair, college faculty and/or 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 video conferencing interviews (conducted for students who are greater than 250 miles from Springfield) to make this assessment. Additional screening/evaluation pieces may be required and have associated fees. This selection process also follows the rules governing the computer matching process used by AND in cooperation with D&D Digital Systems.

Note: Admission to the graduate program in the College does not grant a student admission to the 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.

Onboarding Requirements after Matching

After matching, the student will be required to complete several steps to get onboarded to the college system and complete the requirements for clinical sites. This is required before program start. We will email a comprehensive list of instructions of all requirements soon after our cohort is set. Requirements include (but are not exclusive) to the following:

- Completed application to the College
- Consent and disclosure form
- Satisfactory background check
- Negative drug screen
- Proof of immunizations
- Submit final transcripts showing successful completion of your DPD degree program
- Submit DPD verification statement

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 & Title	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

MND/DI 22-Month Plan of Study

Year One – Fall Semester 1		Credit Hours
MND 521	Critical Thinking in Nutrition	3
MND 525	Introduction to Supervised Practice – Lab	1
MND 535	Introduction to Nutrition Diagnostics I & Assessment – Lecture	3
MND 535	Introduction to Nutrition Diagnostics I & Assessment – Lab	1
MND 552	Medical Nutrition Therapy in Chronic Disease	<u>3</u>
Semester Total		11
Year One – Spring Semester 2		Credit Hours
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 II – Lecture	3
MND 541	Nutrition Diagnostics & Assessment II – Lab	<u>1</u>
Semester Total		10
Year One – Summer Semester 3		Credit Hours
MND 556	Supervised Practice II – Clinical	2
MND 557	Supervised Practice II & Lab	<u>1</u>
Semester Total		3
Year Two – Fall Semester 4		Credit Hours
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 III – Lecture	3
MND 640	Nutrition Diagnostics & Assessment III – Lab	<u>1</u>
Semester Total		10
Year Two – Spring Semester 5		Credit Hours
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 IV – Lecture	3
MND 650	Nutrition Diagnostics & Assessment IV – Lab	<u>1</u>
Semester Total		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	MND 541 Lab	MND 640 Lecture
MND 650 Lecture	MND 640 Lecture & Lab	MND 650 Lab
MND 650 Lab	MND 640 Lab	MND 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

A verification statement will be awarded when students complete all program requirements. The criteria is outlined below:

- Satisfactory completion of all supervised practice rotations, hours, and experiences, as evaluated by ND program director, college faculty and preceptors
- Successful completion of all ACEND CRDN competencies
- Attendance at all required internship/program meetings and additional supervised practice experiences.
- Earned grade of 70% or higher or “pass” in all required courses in the MND/DI plan of study
- Cumulative graduate GPA of 2.7 or greater
- Conferred Master of Science in Nutrition Diagnostics awarded by Cox College.
- Successful completion 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 Master'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.

Applicant Requirements

- Academy of Nutrition and Dietetics Verification Statement or Declaration of Intent to Complete a Didactic Program in Dietetics (DPD)
- A GPA of 3.0 preferred. Students with a GPA of less than 3.0 are still encouraged to apply
- Cox College requires US Citizenship for admissions to the College.
- Conferred Master's degree

Note: The GRE is not required

How to Apply

Cox College uses a centralized application system to accept student applications. To apply to our program, complete the following steps:

- Visit the DICAS portal
- Complete the four quadrants of the application. Key required elements of the application include the following:
 - Background and demographic information
 - Coursework and transcripts
 - Supporting information, such as work experience, memberships, achievements, certifications, and signed DPD verification statement (or declaration of intent)
 - Cox College admissions materials, which include a personal statement, and three letters of recommendation.
 - Add Cox College MND/DI and submit your application before the match date deadline of February 15th.

Selection Procedure

Selection of the successful applicants is made by a committee composed of the MND Chair, college faculty and/or 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 video conferencing interviews (conducted for students who are greater than 250 miles from Springfield) to make this assessment. Additional screening/evaluation pieces may be required and have associated fees. This selection process also follows the rules governing the computer matching process used by AND in cooperation with D&D Digital Systems.

Note: Admission to the graduate program in the College does not grant a student admission to the 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.

Onboarding Requirements after Matching

After matching, the student will be required to complete several steps to be on boarded to the college system and complete the requirements for clinical sites. This is required before program start. We will email a comprehensive list of instructions of all requirements soon after our cohort is set. Requirements include (but are not exclusive) to the following:

- Completed application to the College
- Consent and disclosure form
- Satisfactory background check
- Negative drug screen
- Proof of immunizations
- Submit final transcripts showing successful completion of your DPD degree program
- Submit DPD verification statement
- Submit final transcripts showing successful completion of your Master's degree program

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

ND-DI Progression

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:

- Submission of official transcripts showing evidence of a conferred Master’s degree.
- Satisfactory completion of all supervised practice rotations, planned hours, and experiences as evaluated by ND program director, college faculty and preceptors

- 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
- Absence of any Cox College business account holds.

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

Students must have a Master's degree prior to admission into the program.

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

How to Apply

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 Master'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

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.

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 full time, 6 semester, 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. This program is 27 months, full time with one summer semester break, and includes twenty-four weeks of full-time clinical fieldwork. Entry in to the MSOT Program requires a bachelor's degree or 70 college credits and prerequisite courses.

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**)
4. Committing to life-long learning through professional development, service, and interdisciplinary 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:

1. **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.
2. **DOING:** Demonstrating skills needed to deliver occupational therapy services to meet the needs

of diverse populations.

3. **ADVANCING:** Synthesizing evidence and innovation with efficient and effective business practices in order to advance the delivery of occupational therapy services.
4. **LEADING:** Empowering others to engage in positive change by utilizing a strengths-based leadership approach to promote and refine strategic thinking.

COX COLLEGE MSOT Curriculum Overview

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 4 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</i>	Adult Rehabilitation II MSOT 610 4 3 didactic/ 1 lab <i>DOING</i>	Fieldwork Experience Level II-A Summer MSOT 684	Fieldwork Experience Level II-B Fall MSOT 686
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>	3	3
Pathophysiology and Occupational Performance MSOT 515 3 <i>KNOWING</i>	Psychosocial Occupational Therapy Practice MSOT 545 4 3 didactic/ 1 lab <i>DOING</i>		Adult Rehabilitation I MSOT 580 4 3 didactic/ 1 lab <i>DOING</i>	Creative Leadership & Entrepreneurship MSOT 625 3 <i>LEADING</i>	Evidence-Based Practice & Clinical Synthesis I MSOT 691	Evidence-Based Practice & Clinical Synthesis II MSOT 693
Occupational Therapy Foundations & Activity Analysis MSOT 520 3 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>	Pediatric Occupational Therapy Practice MSOT 620 4 3 didactic/ 1 lab <i>DOING</i>	3 On-line <i>ADVANCING</i>	3 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 1-B MSOT 585 1	Fieldwork Level 1-D MSOT 630 1		
	Fieldwork Level I-A MSOT 530 1				Total MSOT Credit Hours: 80 6 semesters	

KEY

Purple = *KNOWING* Thread
Yellow = *DOING* Thread

Orange = *ADVANCING* Thread
Green = *LEADING* Thread

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.

Professional Licensure

Successful completion of the program will confer an entry-level Master of Science in Occupational Therapy degree. Graduates of the Cox College MSOT Program will meet all of the educational requirements to be eligible to sit for the national certification examination administered by the National Board for Certification in Occupational Therapy (NBCOT). The NBCOT Program data results can be found here:

<https://www.nbcot.org/en/Educators/Home#SchoolPerformance>. A felony conviction may affect a graduate's ability to sit for the NBCOT certification examination and/ or attain state licensure. Professional licensing varies by state/ territory and it is the program applicant's / student's/ graduate's responsibility to thoroughly research specific licensing requirements in the state they wish to practice. To review state licensure eligibility requirements, go to: <https://www.aota.org/Advocacy-Policy/State-Policy/Licensure/StateRegs.aspx>

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. The Missouri Occupational Therapy Practice Act can be found at: <https://www.sos.mo.gov/adrules/csr/current/20csr/20csr.asp#20-2205>

Cox College occupational therapy graduates are encouraged to register nationally and also apply for state licensure in their home state of practice.

Certification/ Licensure Requirements

All graduates from ACOTE-accredited programs can apply to take the National Board for Certification in Occupational Therapy (NBCOT) examination. Graduate from the Cox College MSOT Program does not guarantee passage of the certification exam. **Each student is responsible for their own preparation for this exam in supplementation to the Cox College curriculum.** Supplemental study courses are offered and recommended.

Directions, locations, and schedule are completed through the NBCOT website. Students are urged to sign up prior to leaving for Level 2 Fieldwork; this gives an opportunity to ask questions, seek advice, and even take practice tests online. NBCOT information can be found here: www.NBCOT.org.

Missouri OT Licensure (see: http://pr.mo.gov/boards/therapy/OTs_FAQs.pdf)

Admission Requirements

The occupational therapy program begins in the fall of each academic year. Applications are accepted for consideration beginning in July the year prior to entry. To apply to the occupational therapy program, submit the following through the Centralized Application Service for Occupational Therapy (OTCAS): <https://otcas.liaisoncas.com/applicant-ux/#/login>

1. Undergraduate Credit Hours: Applicants must have completed 70 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 70.
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.* Community Service Hours: Documentation of volunteer hours in any community setting, going back as far as junior high, is preferred. 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.

4. Professional References: Submit 3 professional references. Note: one is encouraged to be from a registered occupational therapist.
5. Personal Essay: Submit a personal 500-word essay addressing why you have chosen occupational therapy as a career.

Admissions Process

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.)

Prerequisites	Credit Hours
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
<i>All pre-requisites must be taken within 10 years of application to the MSOT Program.</i>	

*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

Year 1		Credit Hours
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 Performances	3
Year 2		Credit Hours
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)		Credit Hours
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

Occupational Therapy Curriculum

See the Cox College Catalog for detailed descriptions of each course in the MSOT program. The program is a full-time, 80 credit, seated program designed to prepare graduates to be eligible to take the NBCOT certification exam and subsequently be eligible for licensure as Occupational Therapists. The 6 semester program includes both Level I part-time clinical experiences and 24 weeks of full-time Level II fieldwork.

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	59-0%

P/F= Clinical Labs

Grade Reporting

Grades will be posted within 7 days from each assignment due date. A mid-term grade, as described in the Cox College Catalog, are to the Registrar. Midterm and final grades are assigned according to the grading scale published in the College Catalog. Only grades .5 or higher are rounded up to the next full percentage point. All grades lower than .5 are lowered to the full percentage point. Grades are reported in full percentage points in our reporting system for registrar.

The responsibility for understanding and meeting grade requirements during course completion rests entirely with the student. A student is expected to monitor their progress and to have a working understanding of their achievement in coursework, especially when the student is at risk for failure in a course.

Skills Competencies

Each clinical course (review the *DOING* thread of the curriculum mission and outcomes) has assigned skills competencies that students must demonstrate in order to progress in the course. If a student does not pass their competency checkouts they will not be allowed to progress into fieldwork and direct client care until they have successfully demonstrated competency.

Make-up Policy

Quizzes, whether announced or unannounced, will not be allowed to be made up if the student is tardy or absent from class. Make up policies for course exams or assignments are at the discretion of the course professor. In general, make up work must be discussed and planned prior to an approved absence. If an exam is missed, an alternate exam or assignment may or may not be administered at the discretion of the faculty.

Repeating Courses

Course failure (79% or lower grade in the course or "Fail" in P/F coursework) effects cohort status and delays graduation. A student may fail and repeat ONE course during their academic tenure in the OT Program at Cox College. *See the Disrupted Progress Policy*. Two repeated courses is not allowed.

Progression

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

The MSOT program is a full-time, hybrid delivery, 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 6 semester program includes both level I part-time clinical experiences and 24 weeks of full-time level II fieldwork.

Cohort status will be lost if the student drops out or does not maintain a 3.0 overall GPA. Failure of any course (grade of 79% or below or a “fail” in a P/F course) will require successful retake of that course; the student will not continue in the original cohort, but will join the next cohort. Two failures are grounds for dismissal from the OT program.

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.

At midterm, if a student is at risk for a “C+” grade or below, the student will participate in a meeting with the student’s course professor or academic advisor to develop a plan for academic improvement and the Department Chair will be notified. The student will meet as needed with either the course professor or the student’s academic advisor for the remainder of the semester.

A grade of “B-” or better must be obtained for all courses or the student risks dismissal from the program. After one grade of “C+” in any course, the student is placed on academic probation and the Disrupted Progression Plan is utilized. A student may not remain on academic probation for more than one semester before entering a process of academic committee review (OT faculty, OT Department Chair, & Cox College President) to review the individual student case and determine further action, including up to academic dismissal. The student has the right to petition the Academic Review Committee in the event of extenuating circumstances.

Policy on Disrupted Progression

This policy is to ensure that the Cox College OT program has an established plan and procedure to address circumstances of disrupted progression in the program when students either fall out of progression, or progression concerns have been identified and the student is no longer progressing with his/ her original cohort.

For the purposes of this policy, the following guidelines are applicable:

In special circumstances, students may be allowed to repeat a course in the OT program. In these specialized cases, a written **Progression Plan** is designed for the student and signed by the student and the OT Department Chair. The **Progression Plan** includes the following parts:

- **Amended Progression Dates:** This document identifies the required course listings for completion of the OT program with anticipated course completion and graduation dates.
- **Support Plan:** A support plan may be designed to include meetings with administration as needed (e.g. OT Department Chair or the Vice President of Academic Affairs) to discuss and closely monitor student progress. The Support Plan is not needed in every disrupted progression situation.
- **Research Plan:** An individualized research plan will be designed for the student. The student, the Research Project Professor, and the OT Department Chair will sign off on the Research Plan.

OT program progression cannot be disrupted more than once.

If the student disagrees with the Progression Plan as designed by the OT Faculty and OT Department Chair, the President of Cox College will consult and finalize a Progression Plan with or without the agreement of additional parties.

RELATED DOCUMENTATION: The following documentation may accompany this policy for procedural purposes:

- *Progression Plan*
- *Support Plan*
- *Research Plan*

Degree Requirements/ Application for Graduation

An *Application for Degree* form is to be completed the semester before the student plans to graduate. The applicant should be sure to write his/her complete, formal name on the form, exactly how he/she wants it to be written on the diploma. At the time of registering for final semester classes, students complete this form with their advisor or the Department Chair and obtain the OT Department Chair's signature. The completed form will be submitted to the OT Department. A degree audit is performed to ensure the student has met all requirements for graduation from the Cox College OT Program.

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.

The *Occupational Therapy Master of Science* degree requires:

1. Satisfactory completion (80% or better) of all courses in the curriculum plan
2. Successful completion of all Fieldwork and Lab Experiences with a passing grade
3. Minimum cumulative GPA of 3.0 on a 4.0 scale on completion of required courses throughout the OT program
4. Completion of all approved program courses within required time lines (i.e. as outlined by the fieldwork manual and course progression policies).
5. Completion and submission of fieldwork assessments.

Withdrawal from Cox College or the Semester

A student wishing to withdraw from the college or the semester must engage in the required process as outlined by the Cox College Catalog. Not attending classes does not withdraw a student from the college. The student is responsible for all financial charges accrued during the semester.

Withdrawing ("dropping") from a Course

A student wishing to withdraw/drop from a course must engage in the required process as outlined by the Cox College Catalog. Appropriate dates to drop a course and withdraw from a course prior to or during the semester are noted in the academic calendar, which is accessible through the Cox College website and student portal.

Leave of Absence (LOA) from the OT Program

Leaves of Absence from the OT program is reserved only for extraordinary circumstances. A departmental LOA can be requested if the student is going to miss more than 2 consecutive weeks of coursework. A LOA may be granted to a student one time during the Cox College OT Program. When returning from the LOA, the student will be held to the policies and requirements of the cohort group they are joining. Please see the OT *Disrupted Progression Policy* for more information. Please see the Cox College Catalog Leave of Absence policy for more information.

Incomplete Grade

A student may receive a grade of “I” (incomplete) in an occupational therapy course if, in the faculty’s estimation, there has been sufficient progress in the course to justify a grade of incomplete as opposed to failure. 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 change 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 be registered for the subsequent course in the following semester. However, if the “I” is not replaced by a passing grade (see progression and repeating courses section) in the prescribed timeframe, the student will be withdrawn from the subsequent course(s).

OT Advisement Policy

Centralized Advising: A lock-step process performed by the OT Department where the Department supports lock-step enrollment and registration through the Cox College Student Portal each semester for class registration. Students will receive instructions from the OT Department (typically from the Graduate Faculty Support Specialist) related to enrollment and registration procedures for classes each semester.

Academic Advising: A faculty academic advisor is assigned to each student during orientation. This advisor will follow the student throughout their experience in the OT program and will mentor/advise the student related to professional development. The purpose of this mentorship is to support academic planning and success. The faculty advisor helps to clarify and provide examples *as needed* related to professional behavior expectations and academic/ clinical performance expectations. In addition, faculty advisors support the student’s exploration of clinical interests and professional role development, including direction related to future career paths in the occupational therapy profession.

It is the responsibility of the OT student to make an appointment with the faculty advisor. Students meet with their advisor at least one time during their first year in the program. All following years, students are encouraged to meet with advisors as needed. Meetings for advisement are welcomed and students are encouraged to seek faculty support sooner rather than later when a need arises.

If the student wishes to request a change in his/her academic advisor, that request can be made in writing (email is acceptable) alongside evidence to support the request. These requests should be directed to the Department Chair.

Original Work Submissions

All assignments are expected to be the work of the individual student unless directed otherwise. Cheating or plagiarism will result in an automatic zero for the assignment and may result in dismissal from the College.

Academic dishonesty in the learning environment could involve:

- Having a friend complete a portion of your assignments
- Having a reviewer make extensive revisions to an assignment
- Copying work submitted by another student
- Using information from online information services without proper citation
- Submitting your own work from another class without prior approval of the faculty
- Inappropriate sharing of protected course information on social media or other electronic platforms

See the Cox College Catalog for the College Copyright Policy and Peer-to-Peer File Sharing Program Policy.

APA expectations

All written work, whether hard copy or digital, must be submitted in American Psychological Association (APA) 7th edition style. It is expected that students purchase an APA manual and/or find resources on the internet. A brief introduction and review will be held in the first weeks of the program. If you are unfamiliar with this style, further assistance is available in the Student Resource Center. Other resources include:

- <http://owl.english.purdue.edu/owl/resource/560/01/>
- <http://www.apa.org>

Technology Policy

Access to Cox College OT Programming requires a technology device with access to the internet and appropriate software capabilities for completing online assignments and submissions. Students are expected to utilize a laptop device with current applications and software capabilities for engagement in the OT curriculum. Devices such as tablets, chromebooks, and ipads do not always support specific aspects needed for testing and submission of assignments through the Learning Management System (Canvas).

For specific technology policy requirements, please see:

<https://coxcollege.edu/academics/technology/online-technical-requirements/>

Canvas™

Canvas™ is the learning management system used across the College. Students are given access after they are enrolled/ registered for courses. A brief introduction will be given at the start of the program; further help may be obtained from the Academic Resource Center. It is important that students check Canvas **at least daily** during the week in order to be aware of announcements, due dates, course content, messages and any changes that may be announced.

OT coursework will be posted in Canvas, including syllabi, changes to syllabi, assignments, and announcements related to additional work. A course calendar will also show due dates and assignments. Grades will also be posted in the grading section. Online tests will be submitted through the Canvas portal.

Students will not retain Canvas privileges post semester completion and graduation. It is suggested that students save any valued content for safekeeping, copying it to a personal repository. This includes e-portfolios.

Cox College Virtual Access Policy

Cox College expects students to 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.

- Students are expected to be seated in an environment conducive to learning (i.e. NO DRIVING, no public lobbies, etc.)
- Students must inform the professor if there are additional parties present during online learning (i.e. your relative or friend).
- Students are expected to present on-line with the same professional engagement and behavior equivalent to seated classroom experiences. (This means not reclining in bed, etc.)

For Additional Departmental and Program Policies, please see the MSOT Student Handbook.

DOCTOR OF OCCUPATIONAL THERAPY (OTD)

The Cox College Occupational Therapy Doctorate (OTD) Program offers hands-on learning opportunities in classroom, clinical, and community settings. This full time, 9 semester, 108-credit hybrid course of that combines hands-on skill-based practice and multi-modal knowledge acquisition in an innovative hybrid format. The combination of state-of-the-art online learning management system and on campus activities prepare graduates for the NBCOT certification exam. Students graduate with a Doctor of Occupational Therapy (OTD) degree and will be eligible to sit for the National Board Certification in Occupational Therapy (NBCOT) exam, once the Program completes the full initial-accreditation process with the American Council of Occupational Therapy Education (ACOTE) (see more information about the accreditation process below). This program is 9 semester, full time experience, and includes twenty-four weeks of full-time clinical fieldwork and 16 weeks of Capstone Experience. Entry in to the OTD Program requires a bachelor's degree or 90 college credits and prerequisite courses.

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**)
4. 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 OTD 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 OT Department. Cox College OT curriculum provides opportunities for:

1. **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.
2. **DOING:** Demonstrating skills needed to deliver occupational therapy services to meet the needs

of diverse populations.

3. **ADVANCING:** Synthesizing evidence and innovation with efficient and effective business practices in order to advance the delivery of occupational therapy services.
4. **LEADING:** Empowering others to engage in positive change by utilizing a strengths-based leadership approach to promote and refine strategic thinking.

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
OTD 702 Applied Anatomy & Kinesiology 3 di/1 lab=4 <i>KNOWING</i>	OTD 720 OT Foundations 2 didactic <i>KNOWING</i>	OTD 780 Adult Rehabilitation I Acute Care 3 di/ 1 lab=4 <i>DOING</i>	OTD 770 Innovations & Technology to Support Occupational Perf 2 di/1 lab = 3 <i>ADVANCING</i>	OTD 810 Adult Rehabilitation II 3 di/1 lab=4 <i>DOING</i>	OTD 882 Fieldwork Experience Level II-A 6 clinical <i>DOING</i>	OTD 886 Fieldwork Experience Level II-B 6 clinical <i>DOING</i>	OTD 905 Capstone Preparation 3 didactic <i>ADVANCING & LEADING</i>	OTD 920 Capstone Experience 8 clinical / 1 lab = 9 <i>ADVANCING & LEADING</i>
OTD 710 Professional Identity & Professional & Therapeutic Use of Self 3 didactic <i>KNOWING & DOING</i>	OTD 730 Evidence-Based Practice & Scholarly Inquiry 2 didactic <i>ADVANCING</i>	OTD 784 Fieldwork Level I-B 1 clinical <i>DOING</i>		OTD 814 Fieldwork Level 1-C 1 clinical <i>DOING</i>	OTD 880 Evidence-Based Practice & Clinical Synthesis I 3 didactic <i>ADVANCING</i>	OTD 883 Evidence-Based Practice & Clinical Synthesis II 3 didactic <i>ADVANCING</i>	OTD 925 Creative Leadership & Entrepreneurship 3 didactic <i>LEADING</i>	
OTD 712 The OT Process & Activity Analysis Lab 1 di/1 lab = 2 <i>DOING</i>	OTD 735 Quantitative & Qualitative Analysis for Health Professions 1 LAB <i>ADVANCING</i>	OTD 790 Applied Research I 1 di/ 1 lab=2 <i>ADVANCING</i>	OTD 765 Ethics, Culture, & Global Perspectives 3 didactic <i>LEADING</i>	OTD 820 Pediatric Occupational Therapy Assessment 1 di/ 1 lab=2 <i>DOING</i>			OTD 895 Critical Thinking in Applied Practice 3 didactic <i>DOING & ADVANCING</i>	OTD 924 Capstone Dissemination 1 didactic <i>ADVANCING/ LEADING</i>
	OTD 725 Development of Human Occupations 2 di/ 1 Lab = 3 <i>DOING</i>	OTD 755 Psychosocial OT Practice 3 di/1 lab =4 <i>DOING</i>	OTD 775 Best Practice Analysis in Occupational Therapy in Community Settings 2 di/ 1 lab=3 <i>ADVANCING</i>	OTD 822 Pediatric Occupational Therapy Intervention 2 di/1 lab = 3 <i>DOING</i>				
	OTD 715 Pathophysiology & Occupational Performance 3 didactic <i>KNOWING</i>	OTD 760 Group Process in Occupational Therapy 1 didactic <i>DOING</i>		OTD 826 Fieldwork Level 1-D 1 clinical <i>DOING</i>				
	OTD 745 Upper Extremity Rehabilitation 2 di/ 1 lab=3 <i>DOING</i>	OTD 748 Fieldwork Level 1-A 1 clinical <i>DOING</i>	OTD 792 Applied Research II 1 lab <i>ADVANCING</i>	OTD 875 Healthcare Admin & Management 3 didactic <i>LEADING</i>				
	OTD 740 Applied Neurology 3 didactic <i>KNOWING</i>	OTD 795 Vision, Perception, & Cognition 3 didactic <i>DOING</i>		OTD 901 Capstone Investigation 2 didactic <i>KNOWING & ADVANCING</i>				
	OTD 750 Documentation in OT 1 didactic <i>DOING</i>	OTD 900 Capstone Seminar 1 didactic <i>ADVANCING & LEADING</i>		OTD 794 Applied Research III 1 lab <i>ADVANCING</i>				
9	18	17	10	17	9	9	9	10
TOTAL CREDIT HOURS: 108 (58 didactic/ 16 lab/ 16 clinical/ 8 capstone clinical)								

Figure 1: Cox College OTD Curriculum Overview & Course of Study

KEY

Purple = *KNOWING* Thread
Yellow= *DOING* Thread

Orange = *ADVANCING* Thread
Green = *LEADING* Thread

Accreditation

The Doctorate in Occupational Therapy Program at Cox College has applied for accreditation and has been granted Candidacy Status by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 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.

The program must have a pre-accreditation review, complete an on-site evaluation, and be granted Accreditation Status before its graduates will be eligible to sit for the national certification examination for the occupational therapist, administered by the National Board of 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 occupational therapy. 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.

Professional Licensure

Successful completion of the program will confer an entry-level Master of Science in Occupational Therapy degree. Graduates of the Cox College OTD Program will meet all of the educational requirements to be eligible to sit for the national certification examination administered by the National Board for Certification in Occupational Therapy (NBCOT). Once the Program achieves initial accreditation, the students will be eligible to sit for the NBCOT examination. The NBCOT Program data results can be found here:

<https://www.nbcot.org/en/Educators/Home#SchoolPerformance>. A felony conviction may affect a graduate's ability to sit for the NBCOT certification examination and/ or attain state licensure. Professional licensing varies by state/ territory and it is the program applicant's / student's/ graduate's responsibility to thoroughly research specific licensing requirements in the state they wish to practice. To review state licensure eligibility requirements, go to: <https://www.aota.org/Advocacy-Policy/State-Policy/Licensure/StateRegs.aspx>

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. The Missouri Occupational Therapy Practice Act can be found at:

<https://www.sos.mo.gov/adrules/csr/current/20csr/20csr.asp#20-2205>

Cox College occupational therapy graduates are encouraged to register nationally and also apply for state licensure in their home state of practice.

Certification/ Licensure Requirements

All graduates from ACOTE-accredited programs can apply to take the National Board for Certification in Occupational Therapy (NBCOT) examination. Graduate from the Cox College OTD Program does not guarantee passage of the certification exam. **Each student is responsible for their own preparation for this exam in supplementation to the Cox College curriculum.** Supplemental study courses are offered and recommended.

Directions, locations, and schedule are completed through the NBCOT website. Students are urged to sign up prior to leaving for Level 2 Fieldwork; this gives an opportunity to ask questions, seek advice, and even take practice tests online. NBCOT information can be found here: www.NBCOT.org.

Missouri OT Licensure (see: http://pr.mo.gov/boards/therapy/OTs_FAQs.pdf)

Admission Requirements

The occupational therapy program begins in May of each academic year. Applications are accepted for consideration beginning in July the year prior to entry. To apply to the occupational therapy program, submit the following through the Centralized Application Service for Occupational Therapy (OTCAS): <https://otcas.liaisoncas.com/applicant-ux/#/login>

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 OTD 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 OT 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.* Community Service Hours: Documentation of volunteer hours in any community setting, going back as far as junior high, is preferred. 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.
4. Professional References: Submit 3 professional references. Note: one is encouraged to be from a registered occupational therapist.
5. Personal Essay: Submit a personal 500-word essay addressing why you have chosen occupational therapy as a career.

Admissions Process

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 OTD students prior to the start of the first semester of OTD coursework. (Students may not attend fieldwork and other clinical experiences without required documentation.)

Prerequisites	Credit Hours
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 OTD 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	84 credit hours
Clinical Education	16 credit hours
Capstone Courses	<u>8</u> credit hours
Total	108 credit hours

Year 1			Credit Hours
OTD	702	Applied Anatomy & Kinesiology (Lab Course)	4
OTD	710	Professional & Therapeutic Use of Self	3
OTD	712	The Occupational Therapy Process (Lab Course)	2
OTD	720	Occupational Therapy Foundations	2
OTD	730	Evidence-Based Practice & Scholarly Inquiry	2
OTD	735	Quantitative & Qualitative Analysis for Healthcare Professionals (Lab Course)	1
OTD	725	Development of Human Occupations (Lab Course)	3
OTD	715	Pathophysiology & Occupational Performance	3
OTD	745	Upper Extremity Rehabilitation (Lab Course)	3
OTD	740	Applied Neurology	3
OTD	750	Documentation in Occupational Therapy	1
OTD	780	Adult Rehabilitation I (Lab Course)	4
OTD	784	Fieldwork Level I-B	1
OTD	790	Applied Research I	2
OTD	755	Psychosocial Occupational Therapy Practice	4
OTD	760	Group Process in Occupational Therapy	1
OTD	748	Fieldwork Level I-A	1
OTD	795	Vision, Perception, & Cognition	3
OTD	900	Capstone Seminar	1

Year 2			Credit Hours
OTD	770	Innovations & Technology to Support Occupational Performance (Lab Course)	3
OTD	765	Ethics, Culture, & Global Perspectives	3
OTD	775	Best Practice Analysis in Occupational Therapy in Community Settings (Lab Course)	4
OTD	792	Applied Research II (Lab Course)	1
OTD	810	Adult Rehabilitation II (Lab Course)	4
OTD	814	Fieldwork I-C	1
OTD	820	Pediatric Occupational Therapy Assessment (Lab Course)	2
OTD	822	Pediatric Occupational Therapy Intervention (Lab Course)	3
OTD	826	Fieldwork Level I-D	1
OTD	875	Healthcare Administration & Management	3
OTD	901	Capstone Investigation	2
OTD	794	Applied Research III (Lab Course)	1
OTD	882	Fieldwork Experience Level II-A	6
OTD	880	Evidence-Based Practice & Clinical Synthesis I	3

Year 3			Credit Hours
OTD	886	Fieldwork Experience Level II-B	6
OTD	883	Evidence-Based Practice & Clinical Synthesis II	3
OTD	905	Capstone Preparation	3
OTD	925	Creative Leadership & Entrepreneurship	3
OTD	895	Critical Thinking in Applied Practice	3
OTD	920	Capstone Experience (Lab Course)	9
OTD	924	Capstone Dissemination	1

Occupational Therapy Curriculum

See the Cox College Catalog for detailed descriptions of each course in the OTD program. The program is a full-time, 80 credit, seated program designed to prepare graduates to be eligible to take the NBCOT certification exam and subsequently be eligible for licensure as Occupational Therapists. The 6 semester program includes both Level I part-time clinical experiences and 24 weeks of full-time Level II fieldwork.

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	59-0%

P/F= Clinical Labs

Grade Reporting

Grades will be posted within 7 days from each assignment due date. A mid-term grade, as described in the Cox College Catalog, are to the Registrar. Midterm and final grades are assigned according to the grading scale published in the College Catalog. Only grades .5 or higher are rounded to the next full percentage point. All grades lower than .5 are lowered to the full percentage point. Grades are reported in full percentage points in our reporting system for registrar.

The responsibility for understanding and meeting grade requirements during course completion rests entirely with the student. A student is expected to monitor their progress and to have a working understanding of their achievement in coursework, especially when the student is at risk for failure in a course.

Skills Competencies

Each clinical course (review the *DOING* thread of the curriculum mission and outcomes) has assigned skills competencies that students must demonstrate in order to progress in the course. If a student does not pass their competency checkouts they will not be allowed to progress into fieldwork and direct client care until they have successfully demonstrated competency.

Make-up Policy

Quizzes, whether announced or unannounced, will not be allowed to be made up if the student is tardy or absent from class. Make up policies for course exams or assignments are at the discretion of the course professor. In general, make up work must be discussed and planned prior to an approved absence. If an exam is missed, an alternate exam or assignment may or may not be administered at the discretion of the faculty.

Repeating Courses

Course failure (79% or lower grade in the course or “Fail” in P/F coursework) effects cohort status and delays graduation. A student may fail and repeat ONE course during their academic tenure in the OT Program at Cox College. *See the Disrupted Progress Policy*. Two repeated courses is not allowed.

Progression

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

The OTD program is a full-time, hybrid delivery, 108-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 9 semester program includes both level I part-time clinical experiences and 24 weeks of full-time level II fieldwork as well as Capstone Experience.

Cohort status will be lost if the student drops out or does not maintain a 3.0 overall GPA. Failure of any course (grade of 79% or below or a “fail” in a P/F course) will require successful retake of that course; the student will not continue in the original cohort, but will join the next cohort. Two failures are grounds for dismissal from the OT program.

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.

At midterm, if a student is at risk for a “C+” grade or below, the student will participate in a meeting with the student’s course professor or academic advisor to develop a plan for academic improvement and the Department Chair will be notified. The student will meet as needed with either the course professor or the student’s academic advisor for the remainder of the semester.

A grade of “B-” or better must be obtained for all courses or the student risks dismissal from the program. After

one grade of “C+” in any course, the student is placed on academic probation and the Disrupted Progression Plan is utilized. A student may not remain on academic probation for more than one semester before entering a process of academic committee review (OT faculty, OT Department Chair, & Cox College President) to review the individual student case and determine further action, including up to academic dismissal. The student has the right to petition the Academic Review Committee in the event of extenuating circumstances.

Policy on Disrupted Progression

This policy is to ensure that the Cox College OT program has an established plan and procedure to address circumstances of disrupted progression in the program when students either fall out of progression, or progression concerns have been identified and the student is no longer progressing with his/ her original cohort.

For the purposes of this policy, the following guidelines are applicable:

In special circumstances, students may be allowed to repeat a course in the OT program. In these specialized cases, a written **Progression Plan** is designed for the student and signed by the student and the OT Department Chair. The **Progression Plan** includes the following parts:

- **Amended Progression Dates:** This document identifies the required course listings for completion of the OT program with anticipated course completion and graduation dates.
- **Support Plan:** A support plan may be designed to include meetings with administration as needed (e.g. OT Department Chair or the Vice President of Academic Affairs) to discuss and closely monitor student progress. The Support Plan is not needed in every disrupted progression situation.
- **Research Plan:** An individualized research plan will be designed for the student. The student, the Research Project Professor, and the OT Department Chair will sign off on the Research Plan.

OT program progression cannot be disrupted more than once.

If the student disagrees with the Progression Plan as designed by the OT Faculty and OT Department Chair, the President of Cox College will consult and finalize a Progression Plan with or without the agreement of additional parties.

RELATED DOCUMENTATION: The following documentation may accompany this policy for procedural purposes:

- *Progression Plan*
- *Support Plan*
- *Research Plan*

Degree Requirements/ Application for Graduation

An *Application for Degree* form is to be completed the semester before the student plans to graduate. The applicant should be sure to write his/her complete, formal name on the form, exactly how he/she wants it to be written on the diploma. At the time of registering for final semester classes, students complete this form with their advisor or the Department Chair and obtain the OT Department Chair’s signature. The completed form will be submitted to the OT Department. A degree audit is performed to ensure the student has met all requirements for graduation from the Cox College OT Program.

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.

The *Doctor of Occupational Therapy* degree requires:

1. Satisfactory completion (80% or better) of all courses in the curriculum plan
2. Successful completion of all Fieldwork and Lab Experiences with a passing grade
3. Minimum cumulative GPA of 3.0 on a 4.0 scale on completion of required courses throughout the OT program
4. Completion of all approved program courses within required time lines (i.e. as outlined by the fieldwork manual and course progression policies).
5. Completion and submission of fieldwork assessments.

Withdrawal from Cox College or the Semester

A student wishing to withdraw from the college or the semester must engage in the required process as outlined by the Cox College Catalog. Not attending classes does not withdraw a student from the college. The student is responsible for all financial charges accrued during the semester.

Withdrawing (“dropping”) from a Course

A student wishing to withdraw/drop from a course must engage in the required process as outlined by the Cox College Catalog. Appropriate dates to drop a course and withdraw from a course prior to or during the semester are noted in the academic calendar, which is accessible through the Cox College website and student portal.

Leave of Absence (LOA) from the OT Program

Leaves of Absence from the OT program is reserved only for extraordinary circumstances. A departmental LOA can be requested if the student is going to miss more than 2 consecutive weeks of coursework. A LOA may be granted to a student one time during the Cox College OT Program. When returning from the LOA, the student will be held to the policies and requirements of the cohort group they are joining. Please see the OT *Disrupted Progression Policy* for more information. Please see the Cox College Catalog Leave of Absence policy for more information.

Incomplete Grade

A student may receive a grade of “I” (incomplete) in an occupational therapy course if, in the faculty’s estimation, there has been sufficient progress in the course to justify a grade of incomplete as opposed to failure. 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 change 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 be registered for the subsequent course in the following semester. However, if the “I” is not replaced by a passing grade (see progression and repeating courses section) in the prescribed timeframe, the student will be withdrawn from the subsequent course(s).

OT Advisement Policy

Centralized Advising: A lock-step process performed by the OT Department where the Department supports lock-step enrollment and registration through the Cox College Student Portal each semester for class registration. Students will receive instructions from the OT Department (typically from the Graduate Faculty Support Specialist) related to enrollment and registration procedures for classes each semester.

Academic Advising: A faculty academic advisor is assigned to each student during orientation. This advisor will follow the student throughout their experience in the OT program and will mentor/advise the student related to professional development. The purpose of this mentorship is to support

academic planning and success. The faculty advisor helps to clarify and provide examples *as needed* related to professional behavior expectations and academic/ clinical performance expectations. In addition, faculty advisors support the student's exploration of clinical interests and professional role development, including direction related to future career paths in the occupational therapy profession.

It is the responsibility of the OT student to make an appointment with the faculty advisor. Students meet with their advisor at least one time during their first year in the program. All following years, students are encouraged to meet with advisors as needed. Meetings for advisement are welcomed and students are encouraged to seek faculty support sooner rather than later when a need arises.

If the student wishes to request a change in his/her academic advisor, that request can be made in writing (email is acceptable) alongside evidence to support the request. These requests should be directed to the Department Chair.

Original Work Submissions

All assignments are expected to be the work of the individual student unless directed otherwise. Cheating or plagiarism will result in an automatic zero for the assignment and may result in dismissal from the College.

Academic dishonesty in the learning environment could involve:

- Having a friend complete a portion of your assignments
- Having a reviewer make extensive revisions to an assignment
- Copying work submitted by another student
- Using information from online information services without proper citation
- Submitting your own work from another class without prior approval of the faculty
- Inappropriate sharing of protected course information on social media or other electronic platforms

See the Cox College Catalog for the College Copyright Policy and Peer-to-Peer File Sharing Program Policy.

APA expectations

All written work, whether hard copy or digital, must be submitted in American Psychological Association (APA) 7th edition style. It is expected that students purchase an APA manual and/or find resources on the internet. A brief introduction and review will be held in the first weeks of the program. If you are unfamiliar with this style, further assistance is available in the Student Resource Center. Other resources include:

- <http://owl.english.purdue.edu/owl/resource/560/01/>
- <http://www.apa.org>

Technology Policy

Access to Cox College OT Programming requires a technology device with access to the internet and appropriate software capabilities for completing online assignments and submissions. Students are expected to utilize a laptop device with current applications and software capabilities for engagement in the OT curriculum. Devices such as tablets, chromebooks, and ipads do not always support specific aspects needed for testing and submission of assignments through the Learning Management System (Canvas).

For specific technology policy requirements, please see:

<https://coxcollege.edu/academics/technology/online-technical-requirements/>

Canvas™

Canvas™ is the learning management system used across the College. Students are given access after they are enrolled/ registered for courses. A brief introduction will be given at the start of the program; further help may be obtained from the Academic Resource Center. It is important that students check Canvas **at least daily** during the week in order to be aware of announcements, due dates, course content, messages and any changes that may be announced.

OT coursework will be posted in Canvas, including syllabi, changes to syllabi, assignments, and announcements related to additional work. A course calendar will also show due dates and assignments. Grades will also be posted in the grading section. Online tests will be submitted through the Canvas portal.

Students will not retain Canvas privileges post semester completion and graduation. It is suggested that students save any valued content for safekeeping, copying it to a personal repository. This includes e-portfolios.

Cox College Virtual Access Policy

Cox College expects students to 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.

- Students are expected to be seated in an environment conducive to learning (i.e. NO DRIVING, no public lobbies, etc.)
- Students must inform the professor if there are additional parties present during online learning (i.e. your relative or friend).
- Students are expected to present on-line with the same professional engagement and behavior equivalent to seated classroom experiences. (This means not reclining in bed, etc.)

For Additional Departmental and Program Policies, please see the OTD Student Handbook.

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.

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.

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, and 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 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 laboratory hours 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 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. This course uses a combination of labs and lecture in a hybrid model. (2 theory, 1 lab)

RAD 101 Introduction to Clinical Practice 1 Credit Hour

Prerequisites: RAD 100, RAD 110, RAD 120, RAD 121, RAD 141 or equivalent and/or with advisor and program director approval

An introduction to the radiologic technology field including orientation to the clinical education settings and program policies. Clinical observations and rotations will be used to acclimate the students to the clinical setting. Additional training will be required to be completed for clinical setting compliance.

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. This course uses a combination of labs and lecture in a hybrid model.

RAD 120 Imaging Procedures 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 100, RAD 110, RAD 121, RAD 141

An introduction to radiographic procedures and terminology. This course emphasizes routine radiographic procedures. Includes image analysis, image critique, radiation protection, and demonstrations of positioning. This course uses a combination of labs and lecture in a hybrid model.

RAD 121 Imaging Procedures I Lab 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 100, RAD 110, RAD 120, RAD 141

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. Clinical observations will take place late in the semester as part of immersion process into the field.

RAD 122 Imaging Procedures II 3 Credit Hours

Prerequisites: RAD 100, RAD 120, RAD 121 or equivalent and/or with advisor and program director approval *Corequisites: RAD 123, RAD 142, RAD 161, RAD 191*

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

Prerequisites: RAD 100, RAD 120, RAD 121 or equivalent and/or with advisor and program director approval *Corequisites: RAD 122, RAD 142, RAD 161, RAD 191*

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)

2 Credit Hours

Corequisites: RAD 100, RAD 110, RAD 120, RAD 121

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. This course uses a combination of labs and lecture in a hybrid model.

2 Credit Hours

Corequisites: RAD 122, RAD 123, RAD 161, RAD 191

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. This course uses a combination of labs and lecture in a hybrid model

2 Credit Hours

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. This course uses a combination of labs and lecture in a hybrid model.

2 Credit Hours

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. A minimum amount of clinical hours is required each clinical practicum with a range of 110-150 clinical hours per credit hour of clinical practicum.

3 Credit Hours

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. Course includes a review of content from the first year in the program which is completed online and additional online assignments aimed at helping the student grow professionally. Students will learn about advanced modalities through didactic lessons, followed up with observation in the different advanced modalities provided at the clinical sites. Experience leads to completion of competencies in general radiography exams and procedures. Emphasis is placed on image analysis and quality control. A minimum amount of clinical hours is

required each clinical practicum with a range of 110-150 clinical hours per credit hour of clinical practicum. (2 clinical and 1 theory.)

RAD 200 Radiographic Pathophysiology 2 Credit Hours

Prerequisites: RAD 110 or equivalent and/or with advisor and program director approval

Corequisites: RAD 250, RAD 262, RAD 270, RAD 293 or equivalent and/or with advisor and program director approval

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. This course is offered fully online.

RAD 250 Image Analysis and Quality Control 2 Credit Hours

Prerequisites: RAD 141, RAD 142, RAD 161 or equivalent and/or with advisor and program director approval

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. This course uses a combination of labs and lecture in a hybrid model.

RAD 262 Image Production II 3 Credit Hours

Prerequisites: RAD 161 or equivalent and/or with advisor and program director approval

Corequisites: RAD 200, RAD 250, RAD 270, RAD 293

An advanced study of radiographic image production. The course includes an in-depth study of the concepts and components used in radiographic imaging, especially their role in image formation, image quality, and patient exposure. This course uses a combination of labs and lecture in a hybrid model.

RAD 263 Image Production III 2 Credit Hours

Prerequisites: RAD 262 or equivalent and/or with advisor and program director approval

Corequisites: RAD 289, RAD 295, RAD 299

Continued study of advanced principles in radiographic image production. The course includes an in-depth study of the concepts and components used in radiographic imaging, especially their role in image formation, image quality, and patient exposure. This course uses a combination of labs and lecture in a hybrid model.

RAD 270 Radiation Biology and Protection 3 Credit Hours

Prerequisites: RAD 142 or equivalent and/or with advisor and program director approval

Corequisites: RAD 200, RAD 250, RAD 262, RAD 293

An in-depth study of radiation biology, to include the effects of ionizing radiation on living tissues, organs and systems. Advanced study of radiation protection principles and regulations. This course uses a combination of labs and lecture in a hybrid model.

RAD 289 Professionalism and Ethics 3 Credit Hours

Prerequisites: RAD 100 or equivalent and/or with advisor and program director approval

Corequisites: RAD 263, RAD 295, RAD 299

An introduction to professional advancement, professional credentialing, and professional organizations in the radiologic sciences. Includes discussions of medico-legal concepts, terminology, and analyses of potential medical ethical dilemmas. This course is taught using a hybrid method of instruction.

RAD 293 Clinical Practice III 2 Credit Hours

Prerequisites: RAD 192 or equivalent and/or with advisor and program director approval

Corequisites: RAD 200, RAD 250, RAD 262, RAD 270

Continuation of clinical education for second-year radiography students, conducted under direct and indirect supervision of registered radiologic technologists with rotations in a variety of clinical education settings. Experience leads to completion of competencies in general radiography exams and procedures. A minimum amount of clinical hours is required each clinical practicum with a range of 110-150 clinical hours per credit hour of clinical practicum.

RAD 294 Clinical Practice IV 1 Credit Hour

Prerequisites: RAD 293 or equivalent and/or with advisor and program director approval

Corequisites: None

Continuation of clinical education for second-year radiography students, conducted under direct and indirect supervision of registered radiologic technologists with rotations in a variety of clinical education settings. Includes additional 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 as requested. Additional online components and assignments will be utilized to prepare the students for their final semester of clinicals. A minimum amount of clinical hours is required each clinical practicum with a range of 110-150 clinical hours per credit hour of clinical practicum. (.5 clinical and .5 theory.)

RAD 295 Clinical Practice V 2 Credit Hours

Prerequisites: RAD 294 or equivalent and/or with advisor and program director approval

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 if requested, to include interventional radiology, cardiac cath lab, computed tomography, nuclear medicine, diagnostic medical sonography, radiation therapy, mammography, and magnetic resonance imaging. Students entering their advanced modality training pathways early may complete additional observation hours as part of their clinical experience. A minimum amount of clinical hours is required each clinical practicum with a range of 110-150 clinical hours per credit hour of clinical practicum.

RAD 299 Radiography Capstone**4 Credit Hours**

Prerequisites: All program courses must be complete except for RAD 289, RAD 263, & RAD 295 or equivalent and/or with advisor and program director approval

Corequisites: RAD 289, RAD 263, RAD 295

A comprehensive overview of the program curriculum in preparation for the ARRT certification examination in Radiography. The course uses a combination of third party resources, didactic review of previous taught content, and mock examinations to prepare the student for success on the national registry. This course is taught using a hybrid method of instruction and requires assignments and work to be completed outside of seated classroom time.

BACHELOR OF SCIENCE IN DIAGNOSTIC IMAGING**CTI 300 CT Physics and Instrumentation****3 Credit Hours**

This course considers CT imaging in terms of system operations, components, and instrumentation. The course also emphasizes an understanding of image processing, image display, storage and networking, image quality, as well as artifact recognition and reduction.

CTI 302 CT Imaging Procedures**2 Credit Hours**

Course content emphasizes basic and advanced CT scanning procedures to include neurologic, spinal, thoracic, abdominal, pelvic, extremity, and angiographic scanning techniques. Specific scan parameters and contrast administration protocols are all considered in detail. Courses content also includes a simulated laboratory experience emphasizing fundamental CT scanning procedures.

DMS 304 Physics & Instrumentation I**3 Credit Hours**

This course will provide a detailed study of the principles of the production and propagation of sound waves as applied to diagnostic medical sonography. In addition, the student will be provided with detailed knowledge of transducers, sound waves, equipment operation and the steps necessary to optimize the sonographic image.

DMS 306 Sonographic Anatomy of the Abdomen & Small Parts I**3 Credit Hours**

Corequisite: DMS 310

This course introduces anatomy, physiology, pathology and scanning techniques of the biliary system, liver, pancreas, the male pelvis, vascular structures, retroperitoneal, musculoskeletal, and superficial structures as it pertains to sonography. Consideration is given to cross-sectional anatomy as it applies to sonographic scanning. This also introduces the diagnostic foundations of diagnostic medical sonography including terminology, scan plane orientations, and anatomical relationships. Emphasis is placed on descriptive terms and definitions used in clinical practice and when creating an unconfirmed sonographer report for the reading physician/radiologist.

DMS 307 DMS Capstone I**3 Credit Hours**

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***Corequisite: DMS 312*

This course is a continued in-depth study of pathology encountered in the abdominal, retroperitoneal, and superficial anatomical structures. Emphasis will be placed on interpretation of laboratory tests, related clinical signs and symptoms, and recognition of normal and abnormal CT, MRI and sonographic images. This also introduces the diagnostic foundations of diagnostic medical sonography including terminology, scan plane orientations, and anatomical relationships. Emphasis is placed on descriptive terms and definitions used in clinical practice and when creating an unconfirmed sonographer report for the reading physician/radiologist.

DMS 310 Sonographic Anatomy of the Abdomen & Small Parts I Lab**4 Credit Hours***Corequisite: DMS 306*

This course is a simulation lab that encompasses an introduction to ultrasound anatomy scanning with emphasis on liver, gallbladder, pancreas, spleen, kidneys, thyroid, IVC, aorta, and small parts. The student will learn patient preparation, scanning techniques and imaging protocols. Emphasis will be placed on interpretation of laboratory tests, related clinical signs and symptoms of the patient.

DMS 312 Sonographic Abdominal & Small Parts Pathology I Lab**4 Credit Hours***Corequisite: DMS 308*

This course is a simulation lab that encompasses an introduction to ultrasound pathology scanning of liver, gallbladder, pancreas, spleen, kidneys, thyroid, IVC, aorta, and small parts. The student will learn patient preparation, scanning techniques and imaging protocols. Emphasis will be placed on interpretation of laboratory tests, related clinical signs and symptoms, and recognition of normal versus abnormal sonographic findings.

DMS 314 Physics & Instrumentation II**4 Credit Hours***Prerequisite: DMS 304*

This course is a continuation of the detailed study of the principles of the production and propagation of sound waves as applied to diagnostic medical sonography. It will cover the physics parameters of ultrasound to include artifacts, quality assurance, bio-effects and AIUM guidelines for ultrasound usage. This course will prepare the student for the national ARDMS SPI registry examination.

DMS 316 Vascular Physics & Instrumentation I**3 Credit Hours**

This course encompasses all aspects and topics related to vascular physics and instrumentation. It includes an introduction to anatomy of the peripheral arterial and venous systems and cerebrovascular with emphasis on hemodynamics of the arterial and venous systems and Doppler Imaging.

DMS 318 Gynecology I**3 Credit Hours***Corequisite: DMS 320*

This course consists of basic anatomy and function of the female reproductive system and related anatomy to include the menstrual cycle. It includes the normal and abnormal sonographic appearance of the female pelvis and scanning techniques to demonstrate uterine and ovarian pathologies.

DMS 320 DMS Specific Gynecology Lab**2 Credit Hours***Corequisite: DMS 318*

This course is an intense simulation lab introduction to gynecologic ultrasound scanning of the female pelvis to include the uterus and ovaries. The student will learn patient preparation, scanning techniques and imaging protocols. Emphasis will be placed on interpretation of laboratory tests, related clinical signs and symptoms, and recognition of normal structures.

DMS 322 Gynecology II**2 Credit Hours***Prerequisites: DMS 318, DMS 320*

This is a final comprehensive overview with emphasis on the female reproductive system and menstrual cycle, and gynecological ultrasound procedures and testing to prepare the student for taking the national ARDMS OB/GYN registry examination.

DMS 324 Obstetrics I**2 Credit Hours**

This course will cover the normal growth and anatomy of the fetus from conception to birth. It includes the normal and abnormal sonographic appearance of the fetus, placenta, umbilical cord, and related structures during the 1st, 2nd, and 3rd trimesters.

DMS 326 Physics & Instrumentation III**2 Credit Hours***Prerequisites: DMS 304, DMS 314, DMS 316*

This course is the final comprehensive overview of the physical principles and instrumentation as it relates to ultrasound physics, vascular physics, and instrumentation. This course will prepare the student for the national ARDMS SPI registry examination.

DMS 327 DMS Capstone II**4 Credit Hours***Prerequisite: DMS 307*

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

This course is a simulation lab overview of abdominal, small parts, gynecology, obstetrics and vascular labs to include all protocols. The student will be responsible for demonstrating knowledge of normal verses abnormal when scanning as well as pertinent labs

DMS 344 DMS Neurosonography

1 Credit Hour

This course encompasses a detailed study of anatomy, pathology and scanning techniques related to sonographic examinations of the neonate. Emphasis will be placed upon the imaging of the neonatal intracranial structures. Dissection lab is included.

DMS 352 DMS Clinical Practice I

2 Credit Hours

This course is an in-depth clinical experience focusing on imaging studies, imaging protocols, clinical competencies, clinical instructor evaluations, affiliate surveys, exam counts and patient care. The student will be expected to learn and utilize the Trajecsyst Reporting System. Clinical settings vary through the course of the specialty program.

DMS 354 DMS Clinical Practice II

3 Credit Hours

Prerequisite: 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 Trajecsys 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 Trajecsys 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 Trajecsys 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 Trajecsys Reporting System. Clinical settings vary through the course of the specialty program.

ECH 300 Cardiovascular Physics & Instrumentation 3 Credit Hours

This course applies general and vascular ultrasound physics to the discipline of echocardiography. This course is designed for those who have successfully completed general or vascular physics. This course also includes an in-depth study of cardiac physiology. Emphasis will be placed on interpretation of laboratory tests and recognition of normal sonographic patterns.

ECH 304 Cardiovascular Anatomy & Pathology I 4 Credit Hours

This course is a continuation of the examination of the normal and abnormal adult heart. The course continues with a detailed study of cardiovascular disease and its assessment in echocardiography. Emphasis will be placed on interpretation of laboratory tests, related clinical signs and symptoms, and recognition of normal and abnormal sonographic patterns. This course is designed for those who are already registered sonographers.

ECH 306 Echocardiographic Image Acquisition 2 Credit Hours

This course will provide the student with an in-depth introduction to echocardiographic images, clips, and protocols that are required for routine echocardiographic examinations. This course covers the proper

acquisition and technique for obtaining the 2D, color Doppler, and spectral Doppler used in echocardiography. The course utilizes multiple audio-visual tools including a large echocardiographic image file library, detailed instruction video clips, dedicated web blog, and links to educational echocardiographic Web sites.

ECH 311 Cardiovascular Anatomy & Pathology II 3 Credit Hours

Prerequisite: ECH 304

This course is a continuation of the examination of the normal and abnormal adult heart. The course continues with a detailed study of cardiovascular disease and its assessment in echocardiography. Emphasis will be placed on interpretation of laboratory tests, related clinical signs and symptoms, and recognition of normal and abnormal sonographic patterns. This course is designed for those who are already registered sonographers.

MRI 329 MRI Imaging Production and Procedures I 3 Credit Hours

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

This course will continue with the discussion of the advanced aspects of MR imaging and the advanced physics of the MRI machine and image formation. Imaging technique discussion is continued for less common and/or more complex imaging exams such as breast, cardiac, dynamic, functional, angiography, and venography studies. A more comprehensive review of the physics and scanning parameters is discussed to build upon the student's acquired clinical skills.

NUC 300 NM Physics and Instrumentation I 3 Credit Hours

This course is an introduction to Molecular Imaging Physics and Instrumentation. Basic concepts of radioactive decay are introduced as well as the emission and detection of different types of radioactivity. The course will include information on radiation protection, biologic effects, area monitoring, and NRC Regulations. Students will be able to identify different types of decay, explain units of measurement, and understand shipping and receiving of radioactive materials.

NUC 302 NM Procedures and Diagnosis I 3 Credit Hours

This course provides an in-depth look into basic procedures performed in a nuclear medicine department. Students will learn the reasons behind performing each procedure, how they are executed, and how to process and interpret results. Students should gain the ability and knowledge to perform basics exams to be able to function as a nuclear medicine technologist.

NUC 304 Introduction to Nuclear Medicine 2 Credit Hours

This course is a general overview of Nuclear Medicine. Students will be introduced to the technology, procedures, and general functioning of a nuclear medicine department. Students will also gain a baseline knowledge of the history behind nuclear medicine and look into the future of the field.

NUC 306 Radiopharmacy I**2 Credit Hours**

This course is designed to present the aspects of radiopharmaceuticals including safety and handling, methods of localization, pharmacology, dose calculation and record keeping, methods of production, and quality control.

NUC 308 Radiation Biology & Protection**2 Credit Hours**

This course covers concepts of ionizing radiation and the effects on the human body. Students will gain basic knowledge of the different types of radiation and their biological effects. Students will have an understanding of radiation safety and their role in minimizing biological effects as well as the current regulation for safe use and handling of radiation.

NUC 310 NM Physics and Instrumentation II**3 Credit Hours**

Prerequisite: NUC 300

This course will provide a review of Molecular Imaging Physics in addition to a more in-depth exploration into Molecular Imaging Instrumentation. Different types of imaging and non-imaging equipment will be introduced. Students will be able to identify different types of department equipment, quality control and maintenance schedules, and various camera operating principles. The basics of hybrid MI equipment will be explored such as SPECT/CT, PET/CT, and PET/MRI.

NUC 312 NM Procedures and Diagnosis II**3 Credit Hours**

Prerequisite: NUC 302

This course provides an in-depth look into more complex procedures and therapies performed in a nuclear medicine department. Students will learn the reasons behind performing each procedure, how they are executed, and how to process and interpret results. Students should gain the ability and knowledge to perform all exams to be able to function as a nuclear medicine technologist.

NUC 314 Radiopharmacy II**2 Credit Hours**

Prerequisite: NUC 306

The students will have an understanding of the radiopharmaceuticals that are used in the clinical nuclear medicine department. This course will also cover monoclonal, polyclonal, peptides, PET, therapeutic radiopharmaceuticals, pharmacology, as well as advancement in research that is current on radiopharmaceuticals to be used in the nuclear clinical setting.

SDI 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 HUMN 238, NRSI 238, and NRNC 238.

SDI 300 Specialty Imaging Ethics**3 Credit Hours**

This course is designed to teach the fundamental principles of ethics for the healthcare professional. Course content includes a variety of ethical and legal considerations in multiple healthcare settings.

SDI 301 Emotional Intelligence in Leadership**3 Credit Hours**

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 NRNC 301 and NRSI 301.

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**

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**

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**

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**

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**

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**

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**

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**

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**

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**

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**

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**

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**

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

SDI 371 Spirituality**3 Credit Hours**

This course will explore the spiritual aspect of healthcare, primarily from a Judea-Christian perspective. Contemporary and evidence-based theoretical frameworks about delivery of spiritually competent care, including the foundations of spiritual care-giving and spiritual self-awareness on the part of the healthcare provider will be emphasized. Facilitating spiritual wellbeing through the practice of rituals will be discussed. Students will become familiar with the provider's role in the client's quest for meaning and how the provider, through collaboration with other spiritual caregivers, can optimize wellbeing and expedite the healing process of clients in a variety of health settings. This course is the same as NRSI 371 and NRNC 371.

SDI 380 Specialty Imaging Capstone II**1 Credit Hour**

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**

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, or BSDI CT/MRI ASR Dual Degree

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**

Prerequisite(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.

Bachelor of Science in Nursing (RN to BSN)

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

Prerequisite: None

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***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 325 and SDI 325.

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 359 The Healthy Provider**3 Credit Hours**

Prerequisites: 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**

Prerequisites: 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, BIOL 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**

Prerequisites: 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 & 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**
Prerequisite: None
 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**
Prerequisite: 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, & BSN-F—Pre/Corequisites: NRSI 325 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; NRSF = BSNF; NRSA = BSNA)

NRSI/NRSF 205 Critical Thinking 2 Credit Hours

Prerequisite: None

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/NRSA/NRSF 202 Foundations of Professional Nursing (2 LEC & 1 LAB) 3 Credit Hours

Prerequisite: See prerequisite requirements in program specific section of the catalog.

Two 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/NRSA/NRSF 206 Health Assessment (2 LEC & 1 LAB) 3 Credit Hours

Prerequisite: See prerequisite requirements in program specific section of the catalog.

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/NRSA/NRSF 212 Mental Health/Illness Nursing Concepts (2 LEC & 1 LAB) 3 Credit Hours

Prerequisite: See prerequisite requirements in program specific section of the catalog.

Two hours of theory each week and 45 clinical laboratory 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/NRSA/NRSF 215 Pharmacological Basis of Nursing Practice 3 Credit Hours

Prerequisite: See prerequisite requirements in program specific section of the catalog.

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/NRSA/NRSF 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/NRSA/NRSF 280 Adult Medical Surgical Nursing I (2 LEC & 2 LAB) 4 Credit Hours

Prerequisite: See prerequisite requirements in program specific section of the catalog.

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/NRSF 300 Nursing Informatics 2 Credit Hours

Prerequisite: See prerequisite requirements in program specific section of the catalog.

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/NRSF 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/NRSF 303 Professional Nursing Concepts 3 Credit Hours

Prerequisite: See prerequisite requirements in program specific section of the catalog.

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/NRSA/NRSF 304 Care of Childbearing Families (2 LEC & 1 LAB) 3 Credit Hours

Prerequisite: See prerequisite requirements in program specific section of the catalog.

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/NRSA/NRSF 305 Care of Childrearing Families (2 LEC & 1 LAB) 3 Credit Hours

Prerequisite: See prerequisite requirements in program specific section of the catalog.

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/NRSA/NRSF 309 Fundamentals of Gerontology 2 Credit Hours

Prerequisite: See prerequisite requirements in program specific section of the catalog.

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 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 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 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 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 SDI 322.
- NRSI/NRSA/NRSF 325** **Medical Surgical Nursing II (4 LEC & 3 LAB)** **7 Credit Hours**
Prerequisite: See prerequisite requirements in program specific section of the catalog.
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 334** **Foundational Leadership** **3 Credit Hours**
Prerequisite: See prerequisite requirements in program specific section of the catalog.
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/NRSA/NRSF 335** **Medical Surgical Nursing III (4 LEC & 3 LAB)** **7 Credit Hours**
Prerequisite: See prerequisite requirements in program specific section of the catalog.
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 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/NRSA/NRSF 345 Medical Surgical Nursing IV (LAB ONLY) 4 Credit Hours

Prerequisite: See prerequisite requirements in program specific section of the catalog.

180 clinical laboratory 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/NRSA/NRSF 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/NRSA/NRSF 356 Complementary and Alternative Medicine 3 Credit Hours

Prerequisite (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/NRSA/NRSF 359 The Healthy Provider 3 Credit Hours

Prerequisite: 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/NRSA/NRSF 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/NRSA/NRSF 400 Theories and Research in Nursing 3 Credit Hours

Prerequisite: See prerequisite requirements in program specific section of the catalog.

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/NRSA/NRSF 402 Management and Leadership in Nursing (2 LEC & 1 LAB) 3 Credit Hours

Prerequisite: See prerequisite requirements in program specific section of the catalog.

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/NRSA/NRSF 404 Community and Public Health Nursing (2 LEC & 1 LAB) 3 Credit Hours

Prerequisite: See prerequisite requirements in program specific section of the catalog.

Two hours of theory and one clinical credit hours. BSN-E, BSN-A, or BSN-F. 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/NRSA/NRSF 410 Nursing Capstone Course (3 HYB & 4 LAB) 7 Credit Hours

Prerequisite: See prerequisite requirements in program specific section of the catalog.

This course is taken by BSN-E, BSN-A, and BSN-F students and **must be taken during the FINAL semester**. Three 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/NRSA/NRSF 430 Epidemiology 3 Credit Hours

Prerequisite: Pre/Corequisites: ASN—Pre/Corequisites: NURS 206 Clinical Applications III; BSN-E, BSN-A, & BSN-F— Pre/Corequisites: NRSI 325 Adult Medical-Surgical II; 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/NRSA/NRSF 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/NRSA/NRSF 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/NRSA/NRSF 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/NRSA/NRSF 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/NRSA/NRSF 491 Nursing Externship 3 Credit Hours
Prerequisite/Corequisites: 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, BSN-A & BSN-F -completed NRSI 325 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 512B Advanced Physical Assessment 3 Credit Hours

Prerequisite: Undergraduate Assessment or equivalent

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 513B Advanced Physical Assessment II 2 Credit Hour

Prerequisite: Undergraduate Assessment or equivalent

Prerequisite: MSN 512

Building upon the concepts of foundational nursing knowledge and skills, this 120-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, 512B, 513B

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, 512B, 513B

Corequisite: 620

Building upon the concepts of previous Family Nurse Practitioner courses, this 180-hour clinical practicum is designed for the student to apply knowledge gained throughout MSN 620 Health Promotion/Prevention in Primary Care: Adult to Aging in a primary-care setting. This clinical practicum will be with an approved preceptor(s).

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

*Prerequisites: 504, 510, 512B, 513B,
620, 621 Corequisite: 623B*

In this didactic course, the Family Nurse Practitioner student will develop knowledge necessary to care for women, including pregnancy, 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 623B Health Promotion/Prevention in Primary Care: Women's Health/
Reproduction Practicum 2 Credit Hour**

*Prerequisites: 504, 510, 512B, 513B,
620, 621 Corequisite: 622B*

Building upon the concepts of previous Family Nurse Practitioner courses, this 120-hour clinical practicum is designed for the student to apply knowledge gained throughout MSN 622 Health Promotion/Prevention in Primary Care: Women's Health Reproduction in a primary care setting. This clinical practicum will be with an approved preceptor(s).

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

*Prerequisites: 504, 510, 512B, 513B,
620, 621 Corequisite: 625*

In this didactic course, the Family Nurse Practitioner student will develop knowledge necessary to care for the pediatric population in a primary care setting. Course content includes health promotion and development of the well child, as well as the assessment, diagnosis, and management of common acute and chronic illnesses from newborn to adolescence. The course will emphasize an evidence-based practice with a comprehensive, holistic approach.

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

*Prerequisites: 504, 510, 512B, 513B, 620, 621
Corequisite: 624*

Building upon the concepts of previous Family Nurse Practitioner courses, this 120-hour clinical practicum is designed for the student to apply knowledge gained throughout MSN 624 Health Promotion/Prevention in Primary Care: Newborn to Adolescence in a primary care setting. This clinical practicum must be with an approved preceptor.

MSN 626 Role of the Advance Practice Nurse II 1 Credit Hour

*Prerequisites: 504, 508, 510, 512B, 513B, 620, 621, 622B, 623B, 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, 512B, 513B, 620, 621, 622B, 623B, 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, 512B, 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 644B/645B Counseling & Psychotherapy (2 cr.) Practicum (3 cr.)**5 Credit Hours***Prerequisites: 504, 510, 512B, 513B, 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. Includes 180 clinical practice hours.

MSN 646B/647B Psychiatric Management across the Life Span (3 cr.) Practicum (4 cr.)**7 Credit Hours***Prerequisites: 504, 510, 512B, 513B, 640, 642, 644B, 645B*

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. Includes 240 clinical practice hours.

MSN 649 PMHNP Practice Practicum 4 Credit Hours

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

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. Includes 240 clinical practice hours.

NUTRITION DIAGNOSTICS

MND 502 Nutritional Counseling & Education Methods 3 Credit Hours

Prerequisite: BS in Dietetics or Equivalent

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.

MND 521 Critical Thinking in Nutrition 3 Credit Hours

Prerequisite: BS in Dietetics or Equivalent

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.

MND 525 Introduction to Supervised Practice – Lab 1 Credit Hour

Corequisite: MND 535; MND 552

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.

MND 526 **DI Supervised Practice I** **0 Credit Hours**

Prerequisite: BS in Dietetics or Equivalent

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.

MND 527 **DI Supervised Practice II** **0 Credit Hours**

Prerequisite: MND 526

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.

MND 528 **DI Supervised Practice III** **0 Credit Hours**

Prerequisite: MND 526

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.

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

Prerequisite: MND 528

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

MND 531 Supervised Practice I – Clinical 2 Credit Hours

Prerequisite: MND 535, MND 525, MND 552

Corequisite: MND 531 Lab

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.

MND 530 Supervised Practice I – Lab 1 Credit Hour

Prerequisite: MND 535, MND 525, MND 552

Corequisite: MND 531 Clinical

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.

MND 535 Nutrition Diagnostics & Assessment I – Lecture 3 Credit Hours

Prerequisite: BS in Dietetics or Equivalent

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.

MND 535 Nutrition Diagnostics & Assessment I – Lab 1 Credit Hour

Corequisite: MND 535 Lecture

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.

MND 541 Nutrition Diagnostics & Assessment II – Lecture 3 Credit Hours

Prerequisite: MND 535

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.

MND 541 Nutrition Diagnostics & Assessment II – Lab 1 Credit Hour

Prerequisite: MND 535

Corequisite: MND 541 Lecture

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.

MND 552 Medical Nutrition Therapy in Chronic Disease 3 Credit Hours

Prerequisite: BS in Dietetics or Equivalent

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.

MND 556 Supervised Practice II – Clinical 2 Credit Hours

Prerequisite: MND 531 Clinical & MND 530 Lab

Corequisite: MND 557 Lab

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.

MND 557 Supervised Practice II – Lab**1 Credit Hour***Prerequisite: MND 531 Clinical & MND 530 Lab**Corequisite: MND 556 Clinical*

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.

MND 560 Supervised Practice III – Clinical**2 Credit Hours***Prerequisite: MND 556 Clinical & MND 557 Lab**Corequisite: MND 561 Lab*

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.

MND 561 Supervised Practice III – Lab**1 Credit Hour***Prerequisite: MND 556 Clinical & MND 557 Lab**Corequisite: MND 560 Clinical*

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.

MND 571 Supervised Practice IV – Clinical**2 Credit Hours***Prerequisite: MND 560 Clinical & MND 561 Lab**Corequisite: MND 572 Lab*

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.

MND 572 Supervised Practice IV – Lab

1 Credit Hour

Prerequisite: MND 560 Clinical & MND 561 Lab

Corequisite: MND 571 Clinical

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.

MND 581 Contemporary Topics in Nutrition

3 Credit Hours

Prerequisite: BS in Dietetics or Equivalent

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.

MND 600 Research Methods in Nutrition

4 Credit Hours

Prerequisite: BS in Dietetics or Equivalent

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.

MND 640 Nutrition Diagnostics & Assessment III – Lecture

3 Credit Hours

Prerequisite: MND 541 Lecture and Lab

Corequisite: MND 640 Lab

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.

MND 640 **Nutrition Diagnostics & Assessment III – Lab** **1 Credit Hour**
Prerequisite: MND 541 Lab
Corequisite: MND 640 Lecture
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.

MND 650 **Nutrition Diagnostics & Assessment IV – Lecture** **3 Credit Hours**
Prerequisite: MND 640 Lecture & Lab
Corequisite: MND 650 Lab
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.

MND 650 **Nutrition Diagnostics & Assessment IV – Lab** **1 Credit Hour**
Prerequisite: MND 640 Lab
Corequisite: MND 650 Lecture
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.

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. Please see the course objectives for more curriculum thread information.

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 lifespan. It includes developmental milestone review, relationship of environment and context to occupational performance and impact of growth and aging on occupational choice. Review of the prerequisite child/development/lifespan psychology concepts relative to the development of children, adolescents, adults, and older adults will be related to environments and cultures. Content will include, but not be limited to, developmental milestone review, examination of roles and occupation across the lifespan, and socio-cultural impacts on development, roles, and occupations. This course is primarily part of the *KNOWING* thread of the MSOT curriculum. This course is a required course in the MSOT curriculum to be eligible for graduation.

SPRING 1

MSOT 535 The Occupational Therapy Process

2 Credit Hours

Prerequisites: Successful completion of the Fall 1 Cox College MSOT courses.

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 530 Fieldwork Level I-A Mental Health

1 Credit Hour

Co-requisites: MSOT 545

Fieldwork Level 1-A has a focus on social, sensory, and psychological person factors which impact occupational performance. Rotation occurs 4 hours a week in Feb-April at a clinic for 8 weeks and a one day experience in mental health for a total of 40 hours. (Mental health, community based and in-patient based dementia care, forensic, substance abuse treatment facilities, etc.) This 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. 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.

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. Hands-on 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.

This course investigates and explicates reasoning for assessment and intervention to address clients' mental health, self-regulation, and self-efficacy. It explores the use of individual and group interventions to support mental health, sensory regulation, and adaptive behaviors for performance within community and health care settings. Current evidence regarding behavioral demands across the lifespan in various cultures and society are analyzed. Didactic and practical experiences are included. This course is primarily part of the *DOING* thread of the MSOT curriculum. This course is a required course in the MSOT curriculum to be eligible for graduation.

MSOT 555 Research Design and Evidence in Occupational Therapy 3 Credit Hours

Prerequisites: MSOT 502, MSOT 515, MSOT 520, MSOT 525, MSOT510.

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 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.

MSOT 570 Innovations and Technology to Support Occupational Performance 3 Credit Hours

Prerequisites: MSOT 502, MSOT 515, MSOT 520, MSOT 525, MSOT510.

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.

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.

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.

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 585

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.

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 (Hybrid)

3 Credit Hours

Prerequisites: All First Year MSOT Courses.

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)

4 Credit Hours

Prerequisites: MSOT 520, MSOT 545, MSOT 580, MSOT 550.

Corequisites: MSOT 615

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 630

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.

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.

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.

SUMMER 2**MSOT 684 Fieldwork Experience Level II-A Summer (May – August)****3 Credit Hours**

Prerequisite: Successful completion of all prior Cox College MSOT courses.

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

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 OCCUPATIONAL THERAPY**SUMMER 1****OTD 702 Applied Anatomy & Kinesiology (Lab course) (Hybrid 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 (Hybrid Course) 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) (Hybrid 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.

FALL 1

OTD 715 Pathophysiology & Occupational Performance (Hybrid Course) 3 Credit Hours

Prerequisites: Acceptance into the Program

This course examines the impact of human pathologies (both acute and chronic) on occupational performance. Content will include, but not be limited to, pathological dysfunction of body structures and functions as well as behavioral / neurological issues that affect occupational performance across the lifespan. Elements of both PEOP and the OTPF-4 will be discussed. 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 720 Occupational Therapy Foundations (Hybrid Course) 2 Credit Hours

Prerequisites: Acceptance into the 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. Theories that support integrated healthcare and inter-professional collaboration are explored and applied to occupational therapy specific case studies. 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 World Health Models of Practice providing a framework for addressing the occupational needs of the local and global communities. This course also provides opportunities to begin to develop clinical reasoning skills and observation skills. 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 725 Development of Human Occupations (Lab Course) (Hybrid Course) 3 Credit Hours

Prerequisites: Acceptance into the Program

This course addresses the development and scaffolding of human occupational performance across the lifespan. It includes developmental milestone review, relationship of environment and context to occupational performance and the impact of growth and aging on occupational choice. Review of the pre-requisite child/development/lifespan psychology concepts relative to the development of children, adolescents, adults, and older adults will be related to environments and cultures. Content will include, but not be limited to, developmental milestone review, examination of roles and occupation across the lifespan, and socio-cultural impacts on development, roles, and occupations. 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 730 Evidence-Based Practice & Scholarly Inquiry (Hybrid Course) 2 Credit Hours

Prerequisites: Acceptance into the Program

This course creates a foundation in research knowledge and application within occupational therapy. It is designed to create savvy consumers of research who can delineate scientific evidence-based practice information from biased and non-evidence informed practices. This course presents learning opportunities that include but are not limited to, exploration of ethical policies and procedures necessary to conduct research (both qualitative and quantitative), introduction to ranking levels of evidence, evaluate evidence, various models for evidence-based practice inquiry, systematic reviews, and applying this information to occupational therapy practice. Introduction to the systematic review process will occur in this course. This course is primarily part of the *ADVANCING* thread of the eOTD curriculum. This course is a required course in the eOTD curriculum to be eligible for graduation.

**OTD 735 Quantitative & Qualitative Analysis for Health Professionals
(Lab Course) (Hybrid Course) 1 Credit Hour**

Prerequisites: Acceptance into the Program

This course provides opportunities for students to select, apply, and interpret qualitative and quantitative methods for data analysis in health care settings. Students will learn to analyze and synthesize data into meaningful information that for dissemination that benefits the consumer and advancement of the profession. Students will plan research projects, evaluate research design, and analyze data in order to become quality consumers of research. This course is primarily part of the *DOING* and *ADVANCING* thread of the eOTD curriculum. This course is a required course in the eOTD curriculum to be eligible for graduation.

OTD 740 Applied Neurology (Hybrid Course) 3 Credit Hours

Prerequisites: Acceptance into the Program

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 eOTD curriculum. This course is a required course in the eOTD curriculum to be eligible for graduation.

OTD 745 Upper Extremity Rehabilitation (Lab Course) (Hybrid Course) 3 Credit Hours

Prerequisites: OTD 702

This course provides in-depth exploration of the structure and function of the upper extremities. This information is applied to occupation-based assessment and treatment of the upper extremities. Students will assess the need for orthotics and design, fabricate, apply, fit and train in orthoses and devices used to enhance occupational performance and participation. Students will explore the use of a variety of modalities and best-

practice application to enhance everyday function and performance. 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 750	Documentation in Occupational Therapy (Hybrid Course)	1 Credit Hour
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Prerequisites: Acceptance into the 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 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 eOTD curriculum. This course is a required course in the eOTD curriculum to be eligible for graduation.

SPRING 1

OTD 755	Psychosocial Occupational Therapy Practice (Lab Course)(Hybrid Course)	4 Credit Hours
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Prerequisites: Completion of Fall 1 OTD Coursework

This course explores occupational therapy assessment and evidence based treatments for common psychosocial conditions. Students learn about individual and group interventions to support mental health including sensory regulation, environmental considerations, and implementation of healthy roles, routines, and habits. Didactic and practical experiences are included. This course is primarily part of the *DOING* thread of the OTD curriculum. This course is a required course in the eOTD curriculum to be eligible for graduation.

OTD 748	Fieldwork Level I-A	1 Credit Hour
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Prerequisites: Completion of Fall 1 OTD Coursework

Corequisite: MSOT 755

Level 1A fieldwork focuses on social, sensory, and psychological person factors which affect occupational performance. The first level one experience must be related to an area of mental health. The student may interact with clients in various stages of mental illness. Students may have opportunities to lead or co-lead a group during this experience. 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 760	Group Process in Occupational Therapy (Hybrid Course)	1 Credit Hour
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Prerequisite: Completion of Fall 1 OTD Coursework

Corequisite: OTD 755

This course integrates theories of group dynamics with the implementation of functional activity within occupation-based groups. Students draw from evidence, fieldwork site interactions in the community, and group theories/frames of reference to design a 6-series group protocol (group treatment plan). This course is primarily in the *DOING* thread of the curriculum. This course is a required course in the eOTD curriculum to be eligible for graduation.

OTD 780	Adult Rehabilitation I (Lab Course) (Hybrid Course)	4 Credit Hours
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Prerequisite: Completion of Fall 1 OTD Coursework

Corequisite: OTD 784

In this course, students learn practical skill sets needed to perform the duties of an occupational therapist (e.g. transfers, wheelchair management, prescription, training, and use of functional mobility devices and techniques) in a variety of health care settings. Students explore evidence and best practice guidelines for performing screenings and evaluation of the person and context in a variety of healthcare settings including, but

OTD 784	Fieldwork Level I-B	1 Credit Hour
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Corequisite: OTD 780

OTD 790	Applied Research I (Lab Course) (Hybrid Course)	2 Credit Hours
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OTD 795	Vision, Perception, & Cognition (Hybrid Course)	3 Credit Hours
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OTD 900	Capstone Seminar (Hybrid Course)	1 Credit Hour
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SUMMER 2

1 Credit Hour

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ADVNCING threads in the eOTD curriculum. This course is a required course in the eOTD curriculum to be eligible for graduation.

OTD 775 Best Practice in Occupational Therapy in Community Settings
(Lab Course) (Hybrid Course)

3 Credit Hours

Prerequisite: Completion of all Spring 1 OTD Coursework

This course explores the role of occupational therapy in community based practice and primary health care. Students explore promotion, compensation, adaptation, and prevention models to create programs and interventions that promote occupational performance, participation, health, and well-being. Students compare and contrast effective application of individual, group, and population interventions to meet specific needs. Students have real-world experiences that evaluate access to community resources, including but not limited to, referral processes (both internal and external to the profession), and educating others about the distinct value of occupational therapy programs and services. This course is primarily part of the *ADVANCING* thread of the eOTD curriculum. This course is a required course in the eOTD curriculum to be eligible for graduation.

OTD 765 Ethics, Culture, & Global Perspectives (Hybrid Course)

3 Credit Hours

Prerequisite: Completion of all Spring 1 OTD Coursework

This course examines issues of ethics as delineated by American Occupational Therapy Association and the World Federation of Occupational Therapy. Students explore the role and impact of culture on health disparities, social injustice, and access to care on a regional, national, and international level. Students will articulate the role of OT in varying cultural contexts concerning health promotion, health maintenance, and occupational performance. Students will gain an appreciation for the ways in which others view the world and potential impact on health and well-being. This course is primarily in the *LEADING* thread of the curriculum. This course is a required course in the eOTD curriculum to be eligible for graduation.

FALL 2

OTD 810 Adult Rehabilitation II (Hybrid Course)

4 Credit Hours

Prerequisite: Completion of all Year 1 OTD Coursework & Summer OTD 2 Coursework

Corequisite: OTD 814

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. Specialty practice areas such as driver rehabilitation, dysphagia management and complex feeding therapy, and complex positioning are explored. 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 814 Fieldwork Level I-C

1 Credit Hour

Prerequisite: Completion of all Year 1 OTD Coursework & Summer OTD 2 Coursework

Corequisite: OTD 810

Level I-C Fieldwork experiences focus on issues affecting older adults as well as exploring environments in which occupational therapists support the occupational needs of adults and older persons. 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 820 Pediatric Occupational Therapy Assessment
(Lab Course) (Hybrid Course)**

2 Credit Hours

Prerequisite: Completion of all Year 1 OTD Coursework & Summer OTD 2 Coursework

Corequisite: OTD 826

This clinical course integrates and expands the student's clinical reasoning skills, use of research and evidence in practice, and pragmatic reasoning as specifically applied to pediatric populations. Students learn to give pediatric assessments, interpret assessment results, including standardized/norm-referenced and criterion referenced tools, and apply the results in order to create effective treatment plans. They practice communicating assessment results and intervention plans to patients and caregivers. 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 822 Pediatric Occupational Therapy Intervention
(Lab Course) (Hybrid Course)**

3 Credit Hours

Prerequisite: Completion of all Year 1 OTD Coursework & Summer OTD 2 Coursework

Corequisite: OTD 826

This clinical course integrates and expands the student's ability to apply clinical reasoning skills, use of research and evidence in practice, and pragmatic reasoning to pediatric intervention planning. Understanding of early intervention, natural environments, and school-based service delivery (including Response to Intervention, 504 Plans, Individual Education Plans, and Transition Planning) 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 eOTD curriculum. This course is a required course in the eOTD curriculum to be eligible for graduation.

OTD 826 Fieldwork Level I-D

1 Credit Hour

Prerequisite: Completion of all Year 1 OTD Coursework & Summer OTD 2 Coursework

Corequisite: OTD 820, OTD 822

Fieldwork Level I-D experiences focus 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. 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 875 Healthcare Administration & Management (Hybrid Course)

3 Credit Hours

Prerequisite: Completion of all Year 1 OTD Coursework & Summer OTD 2 Coursework

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 eOTD curriculum. This course is a required course in the eOTD curriculum to be eligible for graduation.

OTD 901 Capstone Investigation (Hybrid Course)

2 Credit Hours

Prerequisite: Completion of all Year 1 OTD Coursework & Summer OTD 2 Coursework

This course is designed to apply prior research knowledge and develop an initial project proposal and framework

for the Capstone experience. Students will connect with their faculty mentor/capstone coordinator and establish a timeline for Capstone Project completion. Students will complete a rapid scoping review, discover potential Capstone site(s), and explore project format and delivery opportunities. This course is primarily part of the *ADVANCING* thread of the eOTD curriculum. This course is a required course in the eOTD curriculum to be eligible for graduation.

OTD 794 Applied Research III (Lab Course) (Hybrid Course) 1 Credit Hour

Prerequisite: Completion of all Year 1 OTD Coursework & Summer OTD 2 Coursework

Students work in groups to apply foundational research knowledge introduced in previous coursework to complete a scholarly study (systematic review) relevant to occupational therapy current research priorities. Students work to finalize their scholarly project. Dissemination of the scholarly project is part of this course. This course is primarily part of the *ADVANCING* thread of the eOTD curriculum. Students present a scholarly report that is available to public audiences.

SPRING 2

OTD 882 Fieldwork Experience Level II-A 6 Credit Hours

Prerequisite: Completion of Year 1 OTD Coursework as well as Summer & Fall Year 2 OTD Coursework

Corequisite: OTD 880

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 eOTD curriculum. This course is a required course in the eOTD curriculum to be eligible for graduation.

OTD 880 Evidence-Based Practice & Clinical Synthesis I (Fully Online) 3 Credit Hours

Prerequisite: Completion of Year 1 OTD Coursework as well as Summer & Fall Year 2 OTD Coursework

Corequisite: OTD 882

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 eOTD curriculum. This course is a required course in the eOTD curriculum to be eligible for graduation.

SUMMER 3

OTD 886 Fieldwork Experience Level II-B 6 Credit Hours

Prerequisite: Completion of Fieldwork Experience Level I-A

Corequisite: OTD 883

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 eOTD curriculum. This course is a required course in the eOTD curriculum to be eligible for graduation.

OTD 883 Evidence-Based Practice & Clinical Synthesis II (Fully Online) 3 Credit Hours

Prerequisite: Completion of Fieldwork Experience Level I-A

Corequisite: OTD 863

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 (OTD 880) 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 eOTD curriculum. This course is a required course in the eOTD curriculum to be eligible for graduation.

FALL 3

OTD 895 Critical Thinking In Applied Practice (Hybrid Course) 3 Credit Hours

Prerequisite: Completion of all 2nd Year OTD Coursework

This course is designed to provide opportunities for advanced practice and exploration into specialty training opportunities, including a career in academia, for professional development planning. Students will have the opportunity to apply teaching and learning principles to presentation of advanced topics in occupational therapy practice. Students will also have opportunity to expand their critical thinking skills through exploration of intellectual virtues and functional executive functioning activities. 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 905 Capstone Advanced Preparation (Hybrid Course) 3 Credit Hours

Prerequisite: Completion of all 2nd Year OTD Coursework

This course prepares the student for the full Capstone Experience. The student partners with their faculty mentor in order to refine their literature review and initial Capstone proposal, resulting in a dynamic Capstone Experience Plan including a complete needs assessment, specific goals and objectives for the experience, and an evaluation plan identify a specific a specific outcome measure. This course is primarily part of the *ADVANCING and LEADING* thread of the eOTD curriculum. This course is a required course in the eOTD curriculum to be eligible for graduation.

OTD 925 Creative Leadership & Entrepreneurship (Hybrid Course) 3 Credit Hours

Prerequisite: Completion of all 2nd Year OTD Coursework

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 eOTD curriculum. This course is a required course in the eOTD curriculum to be eligible for graduation.

SPRING 3

OTD 920 Capstone Experience (Lab Course) 9 Credit Hours

Prerequisite: Completion of all 2nd Year OTD Coursework and all 3rd Summer & Fall Coursework

Students are paired with a Capstone Experience Site for a focused area of study. This 14 week (560 hour) experience allows the student to fully implement their Capstone Project Plans. Capstone Experiences are

designed to focus on a student's identified area of interest, combined with dynamic application of practice opportunities. This is an in-depth experience following all didactic and fieldwork coursework that provides an opportunity to launch a student's career in specific and dynamic ways. This advanced learning opportunity is aligned with one of the following settings: clinical practice, research & scholarship, administration, leadership and/or management, program and policy development, advocacy, education or theory development. This course is primarily part of the ADVANCING and *LEADING* thread of the eOTD curriculum. This course is a required course in the eOTD curriculum to be eligible for graduation.

OTD 924 Capstone Dissemination (Hybrid Course) 1 Credit Hour

Prerequisite: Completion of all 2nd Year OTD Coursework and all 3rd Summer & Fall Coursework

This course supports the student in implementation of their Capstone dissemination plan and ensures completion of the individual doctoral Capstone Project. It provides opportunity for the student to demonstrate synthesis of in-depth knowledge in the chosen focused area of study. This course is primarily part of the ADVANCING and *LEADING* thread of the eOTD curriculum. This course is a required course in the eOTD curriculum to be eligible for graduation.

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2023-2024 Academic Calendar

Fall 2023

	16 Week Classes (August 14-December 15)	1st 8 Week Classes (August 14-October 6)	2nd 8 Week Classes (October 16-December 15)
Canvas Opens for Fall Classes	August 11, Friday	August 11, Friday	October 13, Friday
Classes Begin	August 14, Monday	August 14, Monday	October 16, Monday
Last Day 100% Tuition & Fees Refund	August 21, Monday	August 16, Wednesday	October 18, Wednesday
Last Day to Add Class(es)	August 21, Monday	August 16, Wednesday	October 18, Wednesday
Last Day to Drop Class(es)	August 21, Monday	August 21, Monday	October 23, Monday
Last Day 50% Tuition & Fees Refund	August 28, Monday	August 21, Monday	October 23, Monday
Census Dates	August 22, Tuesday	August 22, Tuesday	October 24, Tuesday
Administrative Withdrawals	September 5, Tuesday	September 5, Tuesday	November 6, Monday
Mid-Terms	October 2-6, Monday-Friday	September 5-8, Tuesday-Friday	November 6-10, Monday-Friday
Mid-Term Grades Due	October 10, Tuesday	September 12, Tuesday	November 14, Tuesday
Last Day to Withdraw with a W Grade	September 25, Monday	September 11, Monday	November 13, Monday
Last Day to Withdraw with a WP, WN, or WF Grade	December 4, Monday	September 25, Monday	December 4, Monday
Finals	December 11-15, Monday-Friday	October 2-6, Monday-Friday	December 11-15, Monday-Friday
Classes End	December 15, Friday	October 6, Friday	December 15, Friday
Final Grades Due	December 13, Wednesday	October 10, Tuesday	December 13, Wednesday
Faculty Report	August 7, Monday		
Convocation	August 9, Wednesday		
Fall 2023 Graduation Applications Due	September 1, Friday		
Spring and Summer 2024 Registration Begins	October 30, Monday		
Fall Commencement	December 15, Friday		

Program Application Deadlines for Spring 2024 Start (Except ASR)

Undergraduate Nursing (ASN, BSNE, BSNA)	September 1
ASR (Fall 2024 Start)	December 18
BSDI	November 15
MSN (FNP)	September 15

Holidays and Days Off During Fall 2023 Semester

Labor Day (No Classes & College is Closed)	September 4, Monday
Fall Break (No Classes)	October 9-13, Monday-Friday
Thanksgiving Break (No Classes)	November 20-24, Monday-Friday
Thanksgiving Holiday (College is Closed)	November 22-24, Wednesday-Friday
Christmas Break (College is Closed)	December 18, Monday-January 1, 2024, Monday

Spring 2024

	Spring Intercession
Canvas Opens for Intercession Classes	December 29, 2023, Friday
Intercession Classes Begin	January 2, Tuesday
Last day 100% Tuition & Fees Refund/Last Day to Add or Drop a Class	January 2, Tuesday
Last day 50% Tuition & Fees Refund	January 3, Wednesday
Census Date	January 4, Thursday
Intercession Classes End	January 12, Friday
Intercession Grades Due	January 24, Wednesday

	16 Week Classes (January 16-May 10)	1 st 8 Week Classes (January 16-March 8)	2 nd 8 Week Classes (March 18-May 8)
Canvas Opens for Spring Classes	January 12, Friday	January 12, Friday	March 15, Friday
Spring Classes Begin	January 16, Tuesday	January 16, Tuesday	March 18, Monday
Last Day 100% Tuition & Fees Refund	January 22, Monday	January 18, Thursday	March 20, Wednesday
Last Day to Add Class(es)	January 22, Monday	January 18, Thursday	March 20, Wednesday
Last Day to Drop Class(es)	January 29, Monday	January 22, Monday	March 25, Monday
Last Day 50% Tuition & Fees Refund	January 29, Monday	January 22, Monday	March 25, Monday
Census Dates	January 23, Tuesday	January 23, Tuesday	March 26, Tuesday
Administrative Withdrawals	February 5, Monday	February 5, Monday	April 8, Monday
Mid-Terms	March 4-8, Monday-Friday	February 5-9, Monday-Friday	April 8-12, Monday-Friday
Mid-Term Grades Due	March 12, Tuesday	February 13, Tuesday	April 16, Tuesday
Last Day to Withdraw with a W Grade	February 26, Monday	February 12, Monday	April 15, Monday
Last Day to Withdraw with a WP, WN, or WF Grade	April 29, Monday	February 26, Monday	April 29, Monday
Finals	May 6-10, Monday-Friday	March 4-8, Monday-Friday	May 6-10, Monday-Friday
Classes End	May 10, Friday	March 8, Friday	May 10, Friday
Final Grades Due	May 8, Wednesday	March 12, Tuesday	May 8, Wednesday
Faculty Report	January 8, Monday		
Spring 2024 Graduation Applications Due	February 2, Friday		
Fall 2024 Registration Begins	March 25, Monday		
Spring Commencement	May 10, Friday		

Program Application Spring Deadlines for Fall 2024 Start	
Undergraduate Nursing (ASN, BSNE)	March 1
BSDI	April 30
MSN (FNP, NE, PMHNP)	March 1
MND	February 15
MSOT	March 1

Holidays During Spring 2024 Semester	
Martin Luther King, Jr. Day (No Classes & College is Closed)	January 15, Monday
President's Day (No Classes & College is Closed)	February 19, Monday
Spring Break (No Classes)	March 11-15, Monday-Friday
Good Friday (No Classes & College is Closed)	March 29, Friday

Summer 2024

	Summer Session 1 8 Weeks (May 13 – July 5)	Summer Session 2 8 Weeks (May 28-July 19)	Summer Session 3 5 Weeks (July 8 – August 9)
Canvas Opens for Summer Classes	May 10, Friday	May 24, Friday	July 5, Friday
Classes Begin	May 13, Monday	May 28, Tuesday	July 8, Monday
Last Day 100% Tuition & Fees Refund	May 15, Wednesday	May 30, Thursday	July 8, Monday
Last Day to Add Class(es)	May 15, Wednesday	May 30, Thursday	July 8, Monday
Last Day to Drop Class(es)	May 20, Monday	June 3, Monday	July 9, Tuesday
Last Day for 50% Tuition & Fees Refund	May 20, Monday	June 3, Monday	July 9, Tuesday
Census Dates	May 21, Tuesday	June 4, Tuesday	July 10, Wednesday
Administrative Withdrawals	June 3, Monday	June 17, Monday	July 22, Monday
Last Day to Withdraw with a W Grade	June 10, Monday	June 24, Monday	July 22, Monday
Mid-Terms	June 3-7, Monday-Friday	June 17-21, Monday-Friday	NA
Mid-Term Grades Due	June 11, Tuesday	June 25, Tuesday	NA
Last Day to Withdraw with a WP, WN, or WF Grade	June 24, Monday	July 8, Monday	July 29, Monday
Finals	July 1-3, 5, Monday-Wednesday, Friday	July 15-19, Monday-Friday	August 5-9, Monday-Friday
Classes End	July 5, Friday	July 19, Friday	August 9, Friday
Final Grades Due	July 9, Tuesday	July 23, Tuesday	August 13, Tuesday

Holidays/Days Off During Summer 2024 Semester	
Memorial Day (No Classes & College is Closed)	May 27, Monday
Juneteenth (No Classes & College is Closed)	June 19, Wednesday
Independence Day (No Classes & College is Closed)	July 4, Thursday