



COX COLLEGE



2024-2025
CATALOG

VOLUME 28

1423 N. Jefferson Avenue, Springfield, MO 65802
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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 2024-2025 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 sized 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 systemic 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. Web: <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, P.O. Box 656, Jefferson City, MO 65102-1335, 573-751-0293, web: <http://pr.mo.gov> has granted full approval for both the Associate and Bachelor of Science in Nursing 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 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 are accredited by the Commission on Accreditation of Allied health Education Programs (CAAHEP) 9355 113th St. N, #7709 Seminole, FL 33775, 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 in Occupational Therapy (MSOT) 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) 652-6611 and its web address is www.acoteonline.org.

The Cox College entry-level **Occupational Therapy Doctoral Degree** program has applied for the 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 301-652-6611.

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:

Mission University (formerly 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)

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-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 Associate of Colleges in Nursing (AACN)

American Association of Collegiate Registrars and Admissions Officers (AACRAO)

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 for 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 include an Associate of Science in Nursing (ASN) degree, Associate of Science in Radiography (ASR) degree, a Bachelor of Science in Diagnostic Imaging (BSDI) degree, and a Bachelor of Science in Nursing (BSN) degree. The graduate degrees include the Master of Science in Nutrition Diagnostics/Dietetic Internship (MND/DI), the Master of Science in Nursing (MSN) degree 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 (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 for Licensure Examination for the 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 enable 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 five 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 specificity 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 of Dietetic Registration. Successful completion of this program and the registration examination meet the requirements to become a Registered Dietitian.

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 student. Course work is primarily online, with limited seated attendance. The curriculum is designed to allow admission twice during an academic year. The MSN degree offers 36-42 credits upon completion of the degree, the graduate is eligible to take the national certification exam as a Family Nurse Practitioner or Psychiatric Mental Health Nurse Practitioner.

The 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 hand-on learning opportunities in the classroom, clinical, and community settings. Graduates of the program are eligible to take the National Board 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 field work. Entry into the MSOT program requires a bachelor's degree of 70 college credits and prerequisite courses.

The Occupational Therapy Doctorate (OTD) program is a full-time, hybrid, 9 semester, 108 credit hours 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 of full-time clinical field work, and a 16-week Capstone Experience. Entry into the OD program requires a bachelor's degree or 90 college credits and prerequisite courses.

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

Licensure Disclosure

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 in 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 the college 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 licensing 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 students' 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, students are encouraged to contact their 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.

Cox College highly recommends 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. Students should 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 accommodation 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 or, 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, contact the Student Success Coordinator/Counselor, Student Resources Center, 1423 N Jefferson Ave, 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 judgement. Analytical thinking sufficient to transfer knowledge from one situation to another, to problem solve, to prioritize tasks, and 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 along 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 punctuations 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 palpitation, give injections, start IVs, perform sterile and non-sterile dressing changes and urinary catheterization; assist patient with daily activities. Perform keystrokes with accuracy and speed.
Smell	Detect odors.	Detect smoke, client odors such as alcohol on breath and excretions.
Health Stamina	Health status level which permits the student to meet classroom and clinical objectives. Ability to meet physical demands of prolonged sitting and coordination of hands and feet.	Stamina sufficient (i.e. diabetic allows for snacks) to participate in continuous clinical activities for length of time required by course. Sitting for 75% of time with use of foot pedal and hand control of keyboard and Dictaphone.

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

*These are not all-inclusive

Family Educational Rights and Privacy Act (FERPA) Directory Information

Cox College adheres to a policy of compliance with the Family Educational Rights and Privacy Act of 1974, as amended (FERPA) (20 U.S.C. § 1232g). In accordance with federal law, Cox College has adopted policies and procedures governing the confidentiality of student educational records. No individual shall have access to, nor will the institution disclose any information from, a student's education 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 with 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 of 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 personal 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 at 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. Student should refer to their 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 student's 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 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 education 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 the students. These regulations shall assure that Cox College is in compliance with all applicable federal, state and local status, 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 dependences 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 on 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.

Due to 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 predictable,” 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 DCMA 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 needs 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 licenses and copyright compliance. The full cooperation of all users is required during audits.

Offering Alternatives to Illegal File Sharing

The Cox College website provides 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-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 below.

Federal Copyright Laws and 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 infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to \$250,000 per offence. 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 may 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 1-866-898-5355, by email at admissions@coxcollege.edu, or by visiting <http://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 credit 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. Student should refer to the “academic warning” portion of the catalog for detailed information.

Graduate Admission

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 past 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
- 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 is 013877. Contact the Cox College 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.

*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 Cox College has an articulation agreement with, or has earned at least 60 college semester (73 trimester or 90 quarter) hours.

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 Admission Requirements:

- 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.

Possible 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 exemption from the vaccine? 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, 2024 for the fall semester, and January 31, 2025 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 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 at 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.

The re-enroll, the student must:

- Submit a completed Cox College application
- Submit a non-refundable 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, and has a grade of “C-“ or higher credit then credit will be awarded at the value of credit earned at the previous institution. Additional conversions will be made of schools not on a semester calendar. 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. See Program Specific Requirements located in the program specific section of the Cox College catalog.

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

Transfer credit is typically not awarded for courses completed a 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 form 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 credits 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.

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 a 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 students experienced due to the COVID-19 pandemic. The college offers the following guidance on pass/fail grades earned at other colleges and universities. If a student has chosen 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. This policy will only apply to semesters impacted by the COVID-19 pandemic, all other semesters will follow the transfer policies as written in the Cox College catalog.

Transfer Credit Limit

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

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

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

Minimum Credit Hour Requirement

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

Cox College Internal Transfer Credit

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

Transfer of Credits		
Program Name	General Education Transfer Credits	Program Specific Transfer Credits
ASN Associate of Science in Nursing <i>(transfer credit cannot exceed maximum total of 52 credit hours)</i>	All 31 credit hours of required general education, with varying case by case evaluations. Core science transfer courses are Anatomy, Physiology, Microbiology, Chemistry, and Pathophysiology. Anatomy, Physiology, and Microbiology must have been completed within five (5) years prior to matriculation. The average cumulative GPA in core science work must be 2.5 or higher.	Evaluates Each Request The second year of nursing courses must be completed at Cox College with a minimum of 20 credit hours earned at Cox College.
ASR Associate of Science in Radiography <i>(transfer credit cannot exceed maximum total of 57 credit hours)</i>	All 25 credit hours for required general education, with varying case by case evaluation. The average GPA for required general education must be at a 3.0 or higher. Core science transfer courses (Anatomy and Physiology) must have been completed no later than five (5) years prior to matriculation.	Evaluates Each Request
BSDI Bachelor of Science in Diagnostic Imaging <i>(transfer credit cannot exceed a maximum of 90 credit hours)</i>	Up to 12 credits.	Evaluates Each Request
BSN Bachelor of Science in Nursing <i>(transfer credit cannot exceed maximum total of 90 credit hours)</i>	All 52 credit hours required for 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 coursework must be 2.5 of 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	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 Therapy	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 at CCMAIL-Billing@coxcollege.edu.

Tuition and Fees

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

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

Tuition	Per Credit Hour
Associate of Science in Radiography	\$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 Diagnostics	\$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/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 (MND)	\$160.00
RadTech Boot Camp – ASR	\$130.00
ARRT Fee (ASR)	\$225.00
Scan Lab/MRI (MRI Track)	\$410.00/year
MRI Quiz (MRI Track)	\$100.00/year
Return Check Fee	\$25.00
Parking Fine	\$25.00
Official Transcript	\$15.00
Exxat Fee (MSOT/OTD)	\$120.00
Shadow Health (MSN)	\$80.00
Trajectory (Program Track Dependent)	\$100.00 - \$150.00

ZoTero (MND)	\$45.00/year
RD Exam Prep (MND/DI)	\$170.00
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 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 schedule enrollment period. For more information regarding this payment option please visit www.MyCollegePaymentPlan.com/cox 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, the 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	Day 1 – 6 of semester	Day 7 – 11 of semester	After Day 11 of the semester
First 8-Week Session	Day 1 – 3 of session	Day 4 – 6 of session	After Day 6 of session
Second 8-Week Session	Day 1 – 3 of session	Day 4 – 6 of session	After Day 6 of session

Intersession & Courses Schedule Outside of Above Semester/Session	Day 1 of session	Day 2 of session	After Day 2 of session
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*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 not be refunded 100%. The refund procedure varies for the summer session/terms.

Return of Military Assistance

Military Tuition Assistance (TA) is awarded to the student under the assumption that the student will attend school for the period for which the assistance is awarded. If at 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 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 fail 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 competing 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 submitted appeals. After the committee meets, the student will be notified in writing by 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 7:30am – 4:00pm. Appointments are encouraged but 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 N Jefferson Avenue, Springfield, MO 65802

Email:

- 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 1st of each year. The application with updated information is available online at <https://studentaid.gov> October 1st 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 any 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 related 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 emailed 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 numbers of day 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 date 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 schedule 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 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.*

An 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 website 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 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. Passing 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 the 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 student 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 website, 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 the 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:

<https://coxcollege.edu/admissions/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 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.

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 Cox 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 email 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 changing 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 8:30pm at 417-873-7207 or the Olin Library personnel until 12:00 midnight at 417-873-7338.

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 judgement 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 front desk (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 front desk of the exact location of the fire. Students should be aware of the location of fire extinguishers.

Evacuation of the college

- Possible exits are 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 the Jefferson Avenue 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 the 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 judgement 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, clinical 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, social media, and through RAVE (if the student is signed up). The Inclement Weather Policy is located on the college website: coxcollege.edu and the CoxHealth IntraWeb – Cox College.

Injuries to Students

Students are to report any injuries or accidents occurring during classroom or laboratory activities to a faculty member who will facilitate completion of an incident report required by the college. Individual clinical agencies may require an additional report of the incident. Students who sustain injuries during nursing laboratory activities should be referred to the Emergency Departments on Cox North or Cox South campuses or to Urgent Care at Cox Walnut Lawn.

Security Escort Service

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

Violence Prevention

Cox College is committed to providing 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 as shaking fists, pounding a desk or counter, punching or slamming a wall.
- Possession of 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 Students 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, CoxHealth) 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 a vaccination for a required clinical site will delay class progression as well as the student's ability to finish the program of study and graduate from Cox College. Cox College is under no obligation to find 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, X (formerly 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 Resource Center (SRC)

The Student Resource 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 skill such as study strategies, note-taking ideas, time management skills, 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 location on the student portal.

Address and/or Name Change

Students should contact the Registrar's 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. updated Driver's License, Social Security Number, 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 course, 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 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 Classrooms 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 CoxHealth 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 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 the 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, students should park in a parking space 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 spaced is restricted to individual with state handicapped permits or plates.
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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.

Student Lounges

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

Clinical Skills and Simulation Centers

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 practices, 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 Organization

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
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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, visit <https://tsorder.studentclearinghouse.org/school/welcome>

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

Academic Year

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

Students wishing to change their degree program or program track should see their advisor and complete the *Program Change Form* found on the student portal. Degree program/track changes cannot be made in the middle of a semester, but will be updated after classes end. The status will then be changed and the 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 certification 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+ credit hours

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, Summer Semesters)

Fulltime: Students enrolled in at least 12 credit hours

Three-quarter Time: Student 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 credit hours

Graduate (Summer Semester)

Fulltime: Students enrolled in at least 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 a course on the student portal. Typically the add/drop period is within the first week of classes.

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

Withdrawing from a Course

Students requesting to withdraw from a course after the add/drop period must submit a withdrawal form either through the student portal or via email to 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.

*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 program. 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.
- 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 messages, 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 acknowledging the source.

- Using another person’s ideas, opinions, or theory, even if it is completely paraphrased in ones’ 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 courses 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 offense. 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 serviced (e.g. turnitin.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 Warning

An academic warning serves to alert students to improve the quality of their academic work when their semester *and/or* cumulative GPA falls below a 2.0. This action is served by letter from the General Education Chair, and provides an alert to the student that falling below a 2.0 GPA may impact ‘Satisfactory Academic Progress’, and academic progression *may* be delayed.

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 the student portal which requires one password, then navigates students 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 (24) to forty-eight (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 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.

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 students 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 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 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 to complete the course. See Incomplete Course Grades below)
- PL Students seeking credit for Prior Learning Experiential Credit should request 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 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. Students may refer to the program sections of 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 the 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 higher grade is calculated in the GPA in lieu of the lower 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 of 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 website. 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 website with a fee of \$15.00. A complete 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 the student 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 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 provide 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 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 Process

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 their 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 complain 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 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 students' catalog of entry. The catalog of entry is used to determine program requirements. The catalog of entry remains in effect for a student unless they have not been enrolled at Cox College for a period of one (1) year or longer.

If a student transfers from one program to another, the student must fulfill the graduation and academic program requirements found in the catalog in effect at the time of the 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 their 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 Cox 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. Students should refer to the program handbook for program specific LOA information.

Students must be aware that the Leave of Absence (LOA) from a 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 as follows: Spring graduation – November 1st/Fall graduation – July 1st. Students must apply for graduation on the student portal. On the graduation application, students will be asked questions such as height/weight in order to determine the size for cap and gown, this information will be kept confidential and 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 the 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.

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 with a grade of “W” 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” grades 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 the 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 Veteran 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 other student and/or school.*

To be eligible for full-time benefits, a student must be enrolled in 12 or more semester hours. (This may be decreased for graduate or post-graduate students.) One cannot receive education 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 Office (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 the 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 healthcare environment. The faculty believes that the integration of general education knowledge with professional disciplines 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 evaluation 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 values, 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 environments consists of biological, psychosocial, and spiritual 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 the 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 individual, 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 until 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 the 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 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. The 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 the course, both sections must be repeated. If a student is successful in the theory component of the class but unsuccessful in the laboratory component of the course, both sections must be completed.
- Completion of the 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” (Incomplete) 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” 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 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 follows:

Device

- Personal Computer Recommendations and Requirements:
 - Windows 7 – 10
 - Mac OSX 10.6 or higher
- Browser
 - Chrome is the preferred browser for Canvas
 - Internet Explorer or Safari is required for email
 - Cox College does not recommend Chromebooks or Microsoft Surface tablets
 - Webcam and microphone are required
- Software
 - Adobe.com (Flashplayer and Acrobat Reader)
 - Java.com
 - VLCaudio/video player
 - iMovie for Mac users or Windows Movie Maker for PC
 - Current Anti-Virus software recommended
 - Respondus LockDown Browser
 - Nursing ATI Software
 - Browser requirements for ATI Software
 - 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.

- Internet Requirements
 - Cox College recommends high speed/broadband internet from either a cable company or DSL service

Requirements Prior to 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 the 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 between 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. The expectation communicated 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 probation 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. 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 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 the 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 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 across the United States. Passage of this examination allows the graduates 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 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 a lifespan.
- Utilize methods of discovery to access professional literature and apply interpreted research.
- Assume a professional role and practice nursing with 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 1st and Spring entry must apply by September 1st). 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 interview 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 40 Points)

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

2. Cumulative GPA

- a. Cumulative GPA x 10 = GPA Points, maximum of 40 points
- b. 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. Students are also required to maintain a cumulative GPA of 3.0 or better in the remaining general education courses.

3. Cumulative Science GPA

- a. Cumulative GPA x 10 = GPA points, maximum of 40 points
- b. Chemistry, Anatomy, Physiology, and Microbiology are core science courses 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.
- c. 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 cumulative 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 indicated 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 indicated 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 three (2) 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 science and the (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 College, 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 Courses 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

Note: Human Anatomy, Human 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)
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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 Credit Hours LEC & 3 Credit Hours LAB)
- NURS 205 Critical Thinking (2 Credit Hours)
- NURS 106 Clinical Applications II (4 Credit Hours LEC & 3 Credit Hours LAB)
- NURS 206 Clinical Applications III (4 Credit Hours LEC & 3 Credit Hours LAB)
- NURS 208 Clinical Applications IV (4 Credit Hours LEC & 3 Credit Hours 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: 70 Credit Hours

*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) 106	Clinical Applications II	105	BIOL 382, 215*
NURS/NURN/NURM 206	Clinical Applications III	106, 215, ENGL 150, PSYC 101	
NLPN (and Day LPN) 206	Clinical Applications III	106, 215, ENGL 150, BIOL 382, PSYC 101	
NURS/NURN/NURM/NLPN 208	Clinical Applications IV	206, 309, SOCI 101	220**
NURS/NURN/NURM/NLPN 215	Pharmacological Basis of Nursing Practice	105	106*
NURS/NURN/NURM/NLPN 303	Professional Nursing Concepts	105, 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 must be taken with NURS/NURN/NURM/NLPN 208

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 program 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 LPN.

1. Complete the admission 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 1st and spring entry must apply by September 1st. 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, Human 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 upon 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: Human Anatomy, Human 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.

For 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

- a. Cumulative GPA x 10 = GPA Points, maximum of 40 points
- b. 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. Students are also required to maintain a cumulative GPA of 3.0 or better in the remaining general education courses.

2. Cumulative Science GPA

- a. Cumulative GPA x 10 = GPA points, maximum of 40 points
- b. Chemistry, Anatomy, Physiology, and Microbiology are core science courses 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.
- c. 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 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 cumulative 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 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 indicated 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 Credit Hours)
BIOL 206	Human Physiology* (4 LEC & 0 LAB = 4 Credit Hours)
BIOL 208	Microbiology* (4 LEC & 0 LAB = 4 Credit Hours)
BIOL 382	Pathophysiology (3 LEC Credit Hours)
CHEM 103	Fundamentals of Chemistry* (4 LEC & 0 LAB = 4 Credit Hours)
ENGL 150	English Composition* (3 LEC Credit Hours)
MATH 150	Intermediate Algebra or Math Proficiency* (3 LEC Credit Hours)
PSYC 101	Introduction to Psychology* (3 LEC Credit Hours)
SOCI 101	Introduction to Sociology (3 LEC Credit Hours)

*Courses must be completed prior to starting the program

Nursing Courses

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

Total General Education: 31 Credit Hours

Total Nursing Courses: 39 Credit Hours

Total Program: 70 Credit Hours

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

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 baccalaureate degree in nursing leading to eligibility for RN licensure for individuals with a degree in another field that have also completed an accredited LPN program.
- LPN to BSN Advanced Placement provides a baccalaureate degree in nursing leading to eligibility for RN licensure for individual 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:

- 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 evidence-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 environments.

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 the nursing course 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 1st and spring entry must apply by September 1st. 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 the applicants based on the formula below:

1. TEAS Exam (Maximum 40 Points)

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

2. Cumulative GPA

- a. Cumulative GPA x 10 = GPA Points, maximum of 40 points
- b. 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. Students are also required to maintain a cumulative GPA of 3.0 or better in the remaining general education courses.

3. Cumulative Science GPA

- a. Cumulative GPA x 10 = GPA points, maximum of 40 points
- b. Chemistry, Anatomy, Physiology, and Microbiology are core science courses 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.
- c. 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 for 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 course. 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.

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 (Human Anatomy, Human 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 College, it will not count as a repeated course.
- Selection for the GAP program will go to the first fifteen (15) qualified and completed GFPA 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)

BIOL 205	Human Anatomy ^{^*} (4 LEC & 0 LAB = 4 Credit Hours)
BIOL 206	Human Physiology ^{^*} (4 LEC & 0 LAB = 4 Credit Hours)
BIOL 208	Microbiology ^{^*} (4 LEC & 0 LAB = 4 Credit Hours)
BIOL 382	Pathophysiology ^{^*} (3 LEC Credit Hours)
CHEM 103	Fundamentals of Chemistry ^{^*} (4 LEC & 0 LAB = 4 Credit Hours)
ENGL 150	English Composition* (3 LEC Credit Hours)
ENGL 207	Expository Writing* (3 LEC Credit Hours)
GOVT 101	Government & Politics in the United States (3 LEC Credit Hours)
HUMN XXX	Humanities Elective (3 LEC Credit Hours)
MATH 150	Intermediate Algebra* (3 LEC Credit Hours)
MATH 227	Introduction to Statistics (3 LEC Credit Hours)
NRSI 205	Critical Thinking* (2 LEC Credit Hours)
PHIL 201	Introduction to Philosophy (3 LEC Credit Hours)

- PSYC 101 Introduction to Psychology* (3 LEC Credit Hours)
- PSYC 230 Life-Span Development* (3 LEC Credit Hours)
- SOCI 101 Introduction to Sociology (3 LEC Credit Hours)
- SOCI 304 Global Awareness & Cultural Diversity (3 LEC Credit Hours)

^Core Science

***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 Credit Hours)
- NRSI 206 Health Assessment (2 LEC & 1 LAB = 3 Credit Hours)
- NRSI 212 Mental Health/Illness Nursing Concepts (2 LEC & 1 LAB = 3 Credit Hours)
- NRSI 215 Pharmacological Basis of Nursing Practice (3 LEC Credit Hours)
- NRSI 220 NCLEX Preparation (1 LEC Credit Hour)
- NRSI 280 Medical/Surgical Nursing I (2 LEC & 2 LAB = 4 Credit Hours)
- NRSI 300 Nursing Informatics (2 LEC Credit Hours)
- NRSI 303 Professional Nursing Concepts (3 LEC Credit Hours)
- NRSI 304 Childbearing Families (2 LEC & 1 LAB = 3 Credit Hours)
- NRSI 305 Childrearing Families (2 LEC & 1 LAB = 3 Credit Hours)
- NRSI 309 Fundamentals of Gerontology (2 LEC Credit Hours)
- NRSI 325 Medical/Surgical Nursing II (4 LEC & 3 LAB = 7 Credit Hours)
- NRSI 335 Medical/surgical Nursing III (4 LEC & 3 LAB = 7 Credit Hours)
- NRSI 400 Theories and Research in Nursing (3 LEC Credit Hours)
- NRSI 402 Management and Leadership in Nursing (2 LEC & 1 LAB = 3 Credit Hours)
- NRSI 404 Community and Public Health Nursing (2 LEC & 1 LAB = 3 Credit Hours)
- NRSI 410 Nursing Capstone (3 HYB & 4 LAB = 7 Credit Hours)
- NRSI XXX Nursing Elective (3 LEC Credit Hours)

54 General Education + 66 Nursing = 120 Total Credit Hours

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
HUMN XXX	Humanities Elective	3
BIOL 382	Pathophysiology*	<u>3</u>
Semester Total		16

Year One – Semester 4		Credit Hours
NRSI 202	Foundational Skills of Nursing	3
NRSI 280	Adult Medical Surgical Nursing I	2
	Adult Medical Surgical Nursing I Clinical	2
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	Nursing 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 XXX	Nursing Elective	<u>3</u>
Semester Total		12

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 Preparation	<u>1</u>
Semester Total		14

*General Education classes taken before entry to nursing program

** Taken before Nursing Theory

Total: 120 Credit Hours

BSN-Entry Level Prerequisites and Corequisites

Course Number	Course 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 concurrently with the listed course			
NRSI 202	Foundations of Nursing	Program Admission, BLS, 205	
NRSI 206	Health Assessment	Program Admission, BLS, 205	280, 215
NRSI 212	Mental Health/Illness Nursing Concepts	Program Admission, BLS, 202, 205, 206, 215, 280	
NRSI 215	Pharmacological Basis of Nursing Practice	Program Admission, BLS, 205	206, 280
NRSI 220	NCLEX Preparation	Program Admission, 404, 304, 305	410
NRSI 300	Nursing Informatics	Program Admission, 205	
NRSI 280	Adult Med. Surg I	Program Admission, 202, 205	206, 215
NRSI 303	Professional Nursing Concepts	Program Admission, 205, 335	
NRSI 304	Childbearing	Program Admission, BLS, 202, 205, 206, 212, 215, 280, 325, 335	
NRSI 305	Childrearing	Program Admission, BLS, 202, 206, 212, 215, 280, 325, 335	
NRSI 309	Fund. Of Gerontology	Program Admission, 205	
NRSI 325	Adult Med. Surg II	Program Admission, BLS, 202, 205, 206, 215, 280	
NRSI 335	Adult Med. Surg III	Program Admission, BLS, 202, 205, 206, 212, 215, 280, 325	

NRSI 400	Nursing Theory	Program Admission, MATH 227, 202, 280	
NRSI 402	Management & Leadership	Program Admission, BLS, 202, 205, 206, 212, 215, 280, 304, 305, 325, 335, 404	
NRSI 404	Community & Public Health	Program Admission, BLS, 202, 205, 206, 212, 215, 280, 325, 335	
NRSI XXX	Nursing Elective	Pre and co-requisites vary depending on the nursing elective selected. Refer to the course schedule each semester for pre and co-requisites for specific nursing electives	
NRSI 410	Capstone	MUST BE TAKEN PRIOR TO 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, SOCI 101, SOCI 304, NRSI 202, 205, 206, 212, 215, 280, 304, 305, 325, 335, 400, 404	402, 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 1st.
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

1. TEAS Exam (Maximum 40 Points)

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

2. Cumulative GPA

- a. Cumulative GPA x 10 = GPA Points, maximum of 40 points
- b. 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. Students are also required to maintain a cumulative GPA of 3.0 or better in the remaining general education courses.

3. Cumulative Science GPA

- a. Cumulative GPA x 10 = GPA points, maximum of 40 points
- b. Chemistry, Anatomy, Physiology, and Microbiology are core science courses 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.
- c. 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 students' 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

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
HUMN XXX	Humanities Elective	3
BIOL 382	Pathophysiology	<u>3</u>

Semester Total 16

Year Two – Spring Semester 5		Credit Hours
NRSF 202	Foundational 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	Nursing 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		16

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 Preparation	<u>1</u>
Semester Total		17

BSN Fast Track Prerequisites and Corequisites

Course Number	Course 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 concurrently with the listed course			
The following courses must be completed successfully prior to program entry: BIOL 205, BIOL 206, BIOL 208, BIOL 382, CHEM 103, ENGL 150, ENGL 207, MATH 150, 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, 205	
NRSF 206	Health Assessment	Program Admission, BLS, 205	280, 215
NRSF 212	Mental Health/Illness Nursing Concepts	Program Admission, BLS, 202, 205, 206, 215, 280	
NRSF 215	Pharmacological Basis of Nursing Practice	Program Admission, BLS, 205	206, 280
NRSF 220	NCLEX Preparation	Program Admission, 404, 304, 305	410
NRSF 300	Nursing Informatics	Program Admission, 205	
NRSF 280	Adult Med. Surg I	Program Admission, 202, 205	206, 215
NRSF 303	Professional Nursing Concepts	Program Admission, 205, 335	
NRSF 304	Childbearing	Program Admission, BLS, 202, 205, 206, 212, 215, 280, 325, 335	
NRSF 305	Childrearing	Program Admission, BLS, 202, 206, 212, 215, 280, 325, 335	
NRSF 309	Fund. Of Gerontology	Program Admission, 205	
NRSF 325	Adult Med. Surg II	Program Admission, BLS, 202, 205, 206, 215, 280	
NRSF 335	Adult Med. Surg III	Program Admission, BLS, 202, 205, 206, 212, 215, 280, 325	
NRSF 400	Nursing Theory	Program Admission, 202, 280	
NRSF 402	Management & Leadership	Program Admission, BLS, 202, 205, 206, 212, 215, 280, 304, 305, 325, 335, 404	400
NRSF 404	Community & Public Health	Program Admission, BLS, 202, 205, 206, 212, 215, 280, 325	335
NRSF XXX	Nursing Elective	Pre and co-requisites vary depending on the nursing elective selected. Refer to the course schedule each semester for pre and co-requisites for specific nursing electives	
NRSF 410	Capstone	MUST BE TAKEN PRIOR TO FINAL SEMESTER: NRSF 202, 205, 206, 212, 215, 280, 304, 305, 325, 335, 400, 404	400, 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 semester 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 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 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 scale. Courses may be in progress but MUST be completed prior to beginning the first nursing course.
3. The following course sciences must be complete: Human Anatomy, Human 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 deadline, spring entry must apply by September 1st. Applicants applying after the deadline may be considered for admission based on space availability.
6. Applicants may be interviewed as requested by the Undergraduate nursing chair and faculty.

Undergraduate Nursing Department Admission Formula

1. TEAS Exam (Maximum 40 Points)

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

2. Cumulative GPA

- a. Cumulative GPA x 10 = GPA Points, maximum of 40 points

- b. 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. Students are also required to maintain a cumulative GPA of 3.0 or better in the remaining general education courses.

3. Cumulative Science GPA

- a. Cumulative GPA x 10 = GPA points, maximum of 40 points
- b. Chemistry, Anatomy, Physiology, and Microbiology are core science courses 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.
- c. Anatomy, Physiology, and Microbiology must be taken within five (5) years of starting the nursing program.

Maximum Points = 120

Further Admission 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 students’ 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 competed for the nursing program.

BSN Accelerated Track Prerequisites and Corequisites

Course Number	Course 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 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, GOVT 101, 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 212	Mental Health/Illness Nursing Concepts	Program Admission, BLS, 202, 206, 215, 280	
NRSA 215	Pharmacological Basis of Nursing Practice	Program Admission, BLS	206, 280
NRSA 220	NCLEX Preparation	Program Admission, 404, 304, 305	410
NRSA 300	Nursing Informatics	Program Admission	
NRSA 280	Adult Med. Surg I	Program Admission, 202	206, 215
NRSA 303	Professional Nursing Concepts	Program Admission, 205, 280	
NRSA 304	Childbearing	Program Admission, BLS, 202, 206, 212, 215, 280, 325, 335	
NRSA 305	Childrearing	Program Admission, BLS, 202, 206, 212, 215, 280, 325, 335	

NRSA 309	Fund. Of Gerontology	Program Admission	
NRSA 325	Adult Med. Surg II	Program Admission, BLS, 202, 206, 215, 280	
NRSA 335	Adult Med. Surg III	Program Admission, BLS, 202, 206, 212, 215, 280, 325	
NRSA 400	Nursing Theory	Program Admission, 202, 280	
NRSA 402	Management & Leadership	Program Admission, BLS, 202, 206, 212, 215, 280, 304, 305, 325, 335, 404	400
NRSA 404	Community & Public Health	Program Admission, BLS, 202, 206, 212, 215, 280, 325	335
NRSA XXX	Nursing Elective	Pre and co-requisites vary depending on the nursing elective selected. Refer to the course schedule each semester for pre and co-requisites for specific nursing electives	
NRSA 410	Capstone	MUST BE TAKEN PRIOR TO FINAL SEMESTER: NRSA 202, 206, 212, 215, 280, 304, 305, 325, 335, 400, 404	400, 402

BSN Accelerated Track Requirements – Suggested Fulltime Study

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>
Semester Total		31*

Year One – Spring Semester 1		Credit Hours
NRSA 202	Foundational 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	Nursing 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 4		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	7
NRSA 220	NCLEX Preparation	<u>1</u>
Semester Total		17

Total Credit Awarded for Prior Degree: 26 Credit Hours

Total: 120 Credit Hours

*NRSA Nursing Electives include BIOL 118, HUMN 108, NRSA 301, NRSA 315, NRSA 319, NRSA 322, NRSA 334, NRSA 350, NRSA 356, NRSA 359, NRSA 371, NRSA 430, NRSA 471, NRSA 472, NRSA 473, and 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 coursework for their previous degree. The remaining general education courses required for completion of the program including 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.

Admission 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 course 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 students' 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 courses 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 Credit Hours*

ENGL 207	Expository Writing (3 LEC Credit Hours)
GOVT 101	Government & Politics in the United States (3 LEC Credit Hours)
HUMN XXX	Humanities Elective (3 LEC Credit Hours)
MATH 227	Introduction to Statistics (3 LEC Credit Hours)
PSYC 230	Life-Span Development (3 LEC Credit Hours)
SOCI 304	Global Awareness & Cultural Diversity (3 LEC Credit Hours)

Nursing Requirements: 29 Credit Hours

NRNC 300	Nursing Informatics (2 Credit Hours)
NRNC 312	Health Assessment (2 Credit Hours)

- NRNC 400 Theories and Research in Nursing (3 Credit Hours)
- NRNC 402 Management and Leadership in Nursing (4 Credit Hours)**
- NRNC 404 Community and Public Health Nursing (3 Credit Hours)
- NRNC 406 Trends, Issues, and Ethics in Nursing (3 Credit Hours)
- NRNC 412 Professional Role Transition (3 Credit Hours)
- NRNC XXX Nursing Elective
(May be NRNC elective or MSN core courses with approval)

Total Credit Awarded from Previous Nursing Education: 70 Credit Hours

Total Required General Education: 21 Credit Hours

Total Required Nursing: 29 Credit Hours

RN to BSN Track Total: 120 Credit Hours

*Students who have a previous baccalaureate will be awarded 18 credit hours of general education credits. They are accountable to demonstrate math competency as part of the admission 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 achievements 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 Signature Assignment
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 Plan of Study

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
HUMN Humanities Elective	3
XXX	
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 Nursing 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 400 Theories and Research in Nursing	3
NRNC 412 Professional Role Transition	3
NRNC XXX Nursing Elective	<u>3</u>
Semester Total	9

*Individuals may opt for part-time 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 completed 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 a 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

1. Cumulative GPA

- a. Cumulative GPA x 10 = GPA Points, maximum of 40 points
- b. LPN to BSN Entry:
 - i. A minimum of 52 credit hours completed from the required general education courses with a minimum cumulative GPA of 3.0 on a 4.0 scale. Students are also required to maintain a cumulative GPA of 3.0 or better in the remaining general education courses.
- c. LPN to BSN Fast Track:
 - i. A minimum of 52 credit hours completed from the required general education courses with a minimum cumulative GPA of 3.2 on a 4.0 scale. Students are also required to maintain a cumulative GPA of 3.2 or better in the remaining general education courses.
- d. LPN to BSN Accelerated:
 - i. A minimum of 31 credit hours completed from the required general education courses with a minimum cumulative GPA of 3.0 on a 4.0 scale. Students are also required to maintain a cumulative GPA of 3.0 or better in the remaining general education courses.

2. Cumulative Science GPA

- a. Cumulative GPA x 10 = GPA points, maximum of 40 points
- b. Chemistry, Anatomy, Physiology, and Microbiology are core science courses 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 = 40

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 Course Requirements

General Education Requirements

BIOL 208	Microbiology*+ (4 Credit Hours)
BIOL 206	Human Physiology*+ (4 Credit Hours)
CHEM 103	Fundamentals of Chemistry*+ (4 Credit Hours)

ENGL 207	Expository Writing+ (3 Credit Hours)
HUMN XXX	Humanities Elective (3 Credit Hours)
PSYC 101	Introduction to Psychology+ (3 Credit Hours)
SOCI 101	Introduction to Sociology (3 Credit Hours)
MATH 227	Introduction to Statistics (3 Credit Hours)
PSYC 230	Life-Span Development+ (3 Credit Hours)
SOCI 304	Global Awareness & Cultural Diversity (3 Credit Hours)
BIOL 205	Human Anatomy*+ (4 Credit Hours)
BIOL 382	Pathophysiology*+ (3 Credit Hours)
ENGL 150	English Composition+ (3 Credit Hours)
GOVT 101	Government & Politics in the United States (3 Credit Hours)
MATH 150	Intermediate Algebra+ (3 Credit Hours)
PHIL 201	Introduction to Philosophy (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 (2 LEC Hours) Adult Medical Surgical Nursing I Practicum (2 LAB Hours)
CV	NRSI 202	Foundation Skills of Nursing (2 LEC & 1 LAB Hours)
Test	NRSI 215	Pharmacological Basis of Nursing Practice (3 LEC Hours)
Test	NRSI 304	Care of Childbearing Families (2 LEC & 1 LAB Hours)
Test	NRSI 305	Care of Childrearing Families (2 LEC & 1 LAB Hours)
Test	NRSI 212	Mental Health/Illness Nursing (2 LEC & 1 LAB Hours)
	NRSI 206	Health Assessment (2 LEC & 1 LAB Hours)
	NRSI 300	Nursing Informatics (2 LEC Hours)
	NRSI 325	Adult Medical Surgical Nursing II (4 LEC Hours) Adult Medical Surgical Nursing II Practicum (3 LAB Hours)
	NRSI 390	Nursing Elective (3 Credit Hours)
	NRSI 309	Fundamentals of Gerontology (2 LEC Hours)
	NRSI 335	Adult Medical Surgical Nursing III (4 LEC Hours) Adult Medical Surgical Nursing III Practicum (3 LAB Hours)
	NRSI 400	Theories and Research in Nursing (3 LEC Hours)
	NRSI 404	Community and Public Health Nursing (2 LEC & 1 LAB Hours)
	NRSI 402	Management and Leadership Nursing (2 LEC & 1 LAB Hours)
	NRSI 410	Nursing Capstone (3 LEC & 4 LAB Hours)
	NRSI 303	Professional Nursing Concepts (3 LEC Hours)

Total General Education Courses: 54 Credit Hours

Total Nursing Courses: 66 Credit Hours

Total: 120 Credit Hours

***Please see track options for suggested full-time course of study and course co/prerequisites.**

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 Healthcare Leadership emphasis or a specialty credentialing pathway in Computed Tomography (CTI), Diagnostic Medical Sonography (DMS), DMS-Echo Extension (ECH), Magnetic Resonance Imaging (MRI), and Nuclear Medicine (NUC).

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 skills 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 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 dates. (See website 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 the 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 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, Nuclear Medicine, 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 for 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 to 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 fully accredited radiologic technology program through the Joint Review Committee on Education in Radiologic Technology (JRCERT). For more detailed information on the program, you may refer to the ASR Program Handbook, which can be found on the college website and available to review.

Please note: As of the academic year 2024-2025, the Cox College ASR program has begun its teach-out process and will no longer be accepting new cohorts of students after August 2024. The Cox College ASR program will conclude when the last cohort of student graduates in May of 2026. If a student must take a LOA from the Cox College program during its teach-out, they will be provided with information on how to possibly continue their education through other programs. Radiography education will continue through the partner institutions of the Alliance of Healthcare Education with an anticipated start date of August 2025.

The ASR program 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, spanning across five semesters. Students' progress through the program as a cohort group. The ASR program follows a cohort sequence without the option to repeat didactic*, laboratory, or clinical courses; therefore, students must adhere to the outlines course of study.

*With the exception of RAD 298 which can be repeated once the following semester. *Please refer to the ASR handbook for the most up-to-date version as the teach-out may affect these requirements.*

Due to the academic rigor of the track, employment of more than 20 hours per week is not recommended in order to maintain success in the program.

ASR 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.

ASR 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 will 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 toward improvement of the community around them

ASR Program 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 graduates performance

ASR Transfer Process

Cox College's ASR program is willing to accept transfer credits from another certificate, associate, or bachelors of radiography program curriculum. Courses will be reviewed on a case-by-case basis to determine the course of study for the incoming transfer student. The student wanting to transfer into the ASR program should begin the process before the next Cox College semester begins, or the next 8-week block courses begin. The student should discuss with financial aid the impact of transferring during the academic year.

We cannot accept mid-semester (for 16-week courses) or mid-course (for 8-week courses) transfers.

Cox College ASR defines a transfer student as a student who has not graduated from another educational program in radiography but has received some coursework for which the student has earned credit or clock hours towards a degree or certificate in radiography. The student is asking the Cox College ASR program to recognize credits earned through prior education to complete the degree program at Cox College.

Not all credits will be guaranteed to be recognized or counted. Some courses and their equivalents may require the student to re-enroll once attending Cox College.

Transfer students may be accepted dependent on clinical and classroom capacity at the time. If there is no clinical or classroom capacity, the ASR program cannot accommodate the request.

The Process of Transferring to the ASR Program:

1. Using the following link: [link here](#). An email template will populate for correspondence with the ASR Program Director, the ASR Advisor, and the ASR Admissions Counselor.
2. Students should provide as much information about their current situation as possible when contacting the program including:
 - a. Full name and a regularly checked email address
 - b. Phone number
 - c. Current Program
 - d. Current place in their program (semester, quarter, module, etc.)
 - e. Standing in program (academically and clinically)
 - f. Unofficial transcripts (recommended)
3. Apply at the following link: www.coxcollege.edu and be accepted to Cox College
 - a. Submit all official college transcripts. Unofficial transcripts may be provided for initial review, but official transcripts are required for college admission.
 - b. Additional official college transcripts from other institutions may be required
4. Apply to the ASR program **after** acceptance to the college. Instructions will be provided after acceptance to the college has been finalized.
5. Submit the course syllabi for each course being transferred for review and approval
6. Additional information may be requested, including course descriptions, official transcripts, letters of recommendation, a personal essay, etc.
7. Complete and sign the Transfer Course Request Form
8. The ASR Program will review individual transcripts and situations to provide the transfer student an individualized course of study.
9. Once the ASR faculty have reviewed the courses, a program representative will reach out to the transfer student candidate with their individualized course of study and information to help student decisions.
10. Transfer students may be required to complete a course final exam to ensure competency in that subject before credit may be awarded.
11. Students will be required to be interviewed by the ASR faculty before final acceptance is offered
12. Students may also be required to visit the campus for a tour of the facilities

Transfer Candidates Should Note:

1. The transfer student candidate must meet the Cox College ASR program minimum GPA requirement
2. General education requirements shall be equitable to those accepted and required for current Cox College ASR students. This may require the transferring student to take additional general education courses to meet this requirement
3. All students transferring to Cox College's ASR program must complete the same equivalent course and clinical requirements as students currently in the program.
4. Transferring students are required to pay for and submit to a background check and drug screen before final acceptance may be offered. Failure of the drug screen or background check could result in the acceptance offer being rescinded.

5. All clinical competencies completed previously do not transfer, per ARRT and JRCERT requirements. The student will be required to complete all of the Cox College clinical competencies while performing clinicals as a Cox College student. Cox College requires specific competencies that may not be required or mandatory at other institutions.
 6. To be issued a degree, 51% or more of the college course/credits/hours must be completed at Cox College, which could require additional courses to be taken by the transfer student.
 7. Once accepted into the program, the transfer student will be calculated into the ASR program effectiveness data.
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ASR Program Clinical and Classroom Obligations

The purpose of this section is to provide a complete program guideline to the clinical and classroom structure of the ASR program. The program is based on the premise of providing the best combination of didactic and clinical training for the student. All program effectiveness data can be found on the Cox College website, at www.jrcert.org, or collected from one of the ASR program faculty members.

1. The Cox College ASR student will be required to purchase at least two pairs of Cox College issues scrubs for clinical and lab courses. The average cost of scrubs can range based on style, fabric, embroidery charges, and other items beyond the control of the ASR program, but students should expect to pay \$60 - \$100 per pair of scrubs ordered. The scrub tops must be embroidered with the Cox College logo. Scrubs ordered through the school may be billed through the student fees.
2. Through additional student fees, students will purchase (allowing financial aid to cover the costs) a software for clinicals called Trajecsys. This is usually a one-time fee of \$150 for the duration of the program. This software is used to keep record of the student's clock-ins and clock-outs, clinical feedback on their performance, the individual dosimeter reports, and their competencies.
3. The student will have a fee for *MyClinicalExchange* which the financial office adds to the student account. The fee is generally \$25.00 each semester. This software houses the documentation for clinical access, such as vaccinations, drug test results, etc.
4. Students will have note packets to purchase each semester for their courses, which are charged as fees to their student account. The note packets range from \$5 - \$50 each depending on the number of pages printed of the required material in the note packets.
5. Textbooks are kept to a bare minimum to help defray costs to the students. The faculty try to use the same textbook in multiple courses and provide the remaining content in the note packets provided. E-Books are generally sufficient, but students should check with their instructor before ordering to ensure they are acceptable.
 - a. Some textbooks will require an online companion access, which is often non-transferrable when buying used books.
 - b. The ASR program discourages students from renting textbooks as they will be used multiple times throughout the program.
6. The Cox College ASR courses are hybrid in nature, with testing and assignments done virtually. This requires the purchase of an external webcam to use on remote testing. This allows for full scanning of the student's testing environment. The webcam built into a laptop will not suffice for this requirement. There are additional software and hardware requirements for the student to consider when purchasing

or using a device. Computer recommendations can be found at the following link:

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

7. The program begins with an introductory session during the cohort's first semester. This semester includes didactic instruction in the courses of RAD 100, RAD 110, RAD 120, and Rad 141, with additional clinical instruction and simulations for RAD 100, RAD 121, and RAD 141. Classes and labs are held two to three days per week during the first semester for the cohort. Some class days for the cohort may be held virtually.
8. RAD 101 is an introduction to clinicals, with clinicals typically one to two days a week, with approximately 7 – 10 hours per week of clinicals. This may include evening and weekend rotations. The student may be required to participate in up to 10 hours of a clinical rotation in one day in this course. This course is held in the semester before the student begins full clinical rotations. This course is also where students participate in tours, policy review, orientations, and other preparations for the full clinical experience.
9. After the RAD 101 course is complete, the student will begin clinical rotations at minimum for two to three days a week for RAD 191 and RAD 192. There is a required minimum number of clinical hours per week as well as per semester. The minimum clinical hours per course are based on the number of credit hours for the practicum course. Typically the student should plan on performing roughly 100 clinical per credit hour of clinical practicum course.
 - a. The student should expect that they may have class days when not in clinical. Some class days for the cohort may be held virtually.
 - b. At this point in the program, the student should expect to spend at least thirty (30) hours per week performing clinicals or spending time in the classroom, excluding time spent studying.
10. Clinical shifts are typically scheduled for 7 hours per day, but can reach up to 10 hours per day, including a meal break. Weekend rotations or individualized schedule plans may be different than the typical schedule. Per JRCERT accreditation policy, the student may perform up to ten hour clinical days maximum. The clinical times vary based on the clinical location peak volume times and providing the student with the most opportunity to gain experience.
11. The day shift can begin as early as 6:30am or as late as 9:00am. The day shift can end from 1:30pm to 4:00pm. The evening shift begins, at the earliest, at 2:30pm and, at the latest, at 8:00pm. The evening shift can end from 9:30pm to 2:00am. The students are allowed at least a 30-minute lunch break on each shift. The shift times are based on the locations ability to have a Clinical Preceptor scheduled. Most clinical rotations start at 7:30am – 8:00am for the day shift.
12. Clinical rotations include CoxHealth and non-CoxHealth facilities. Non-CoxHealth facilities may have different requirements of students.
13. Students will rotate on a minimum amount of evening and weekend rotations to gain a full experience of the career field. These rotations are invaluable, and the ASR Clinical Coordinator will work with the student on scheduling the best time possible for the student's personal schedule.
14. There are overnight shifts available to students, when there are clinical preceptors on site. Once again, these cannot be the student's primary rotation, but a rotation to experience.
15. Clinical experiences will follow the academic calendar for each semester. Students are not to do clinicals when the college is closed.
16. **Some of the clinical sites are located outside of Springfield and require the student to be responsible for their own reliable transportation to each location.** Students should be aware of the travel time from their residence in planning for clinical days that require travel to outlying clinical sites.

17. Locations used for clinicals outside of Springfield may be:
 - a. Cox Monett (Monett, MO)
 - b. Cox Branson (Branson, MO)
 - c. Citizens Memorial Hospital (Bolivar, MO)
 - d. Ozarks HealthCare (West Plains, MO) **available for those who live near this location*
18. The clinical start and end times may be adjusted for a student experiences reasonable circumstances and may be arranged through the Clinical Coordinator. There are instances where the ASR program cannot adjust the clinical schedule due to the clinical site's operating hours. The Clinical Coordinator will work with the student to meet the time requirements in these situations.
19. Any additional time that the student accrues for clinical experience that extends past the regular end of a shift may be used to reduce their time on a different shift.
20. The students are limited to no more than forty (40) hours of combined clinical and classroom time per week and no more than 10 clinical hours in a single day in accordance with JRCERT Standards of Accreditation.
21. The Clinical Coordinator will set the remaining clinical schedule for courses RAD 291, RAD 293, RAD 294, and RAD 295 in each 8-week block. A set of minimum hours will be required for each clinical practicum course.
22. Class days can begin as early as 8:00am and may extend to as late as 4:30pm based on the number of credit hours per semester. Some class days for both cohorts may be held virtually. When not in clinical rotations the student should expect to be in the classroom setting or have virtual days, which could consist of scheduled lecture, exam, etc.
23. RAD 297 and RAD 298 Radiography Capstone course will be held in the last two 8-week blocks of the program and will consist of a structured content review. Some content may be held virtually.
24. For the above mentioned radiography capstone courses, the student will be charged a fee for the use of a third-party registry review program. The fee has typically cost \$150.00 for this software.
25. Cox College will cover the initial payment to the ARRT for the student's first attempt on the ARRT registry. This will be charged to the student through a student fee on their bill, thus allowing financial aid, or other grant money to be used as payment.
26. In the spring semester, typically in April, second year students and ASR faculty will attend the MoSRT Annual Conference over a three-day span. ASR students will fundraise for the event to cover the cost of hotel, conference fees, and memberships to the state association. This conference will be held at Lake of the Ozarks. This even features a student bowl between several radiologic technology programs from across the state, professional speakers, networking opportunities, and other learning activities. Students are strongly encouraged to attend. If a student elects not to attend, learning alternatives can be performed during that time.

ASR 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 298 which can be repeated once the following semester. *This refers to cohorts that began in January 2024 and after. Please refer to the ASR handbook for the most up-to-date version as the teach-out may affect these requirements.*
- Students may be dismissed from the program following the program and college's disciplinary policies.

- Violations of programmatic, college-wide, and/or clinical site policies can lead to dismissal from the program.
- Students may be dismissed from the program for violations of Code of Ethics, Standards of Conduct, and Standards of Care that are provided by the ASRT, ARRT, and other national imaging professional organizations.

ASR Graduation Requirements

Every candidate for a certificate or degree is responsible for meeting all the requirements for graduation. The deadline for applying for graduation is published on the academic calendar available on the college website. 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 298, which can be repeated once the following semester. Please refer to the ASR handbook for the most up-to-date version as the teach-out may affect these requirements.
- Successfully complete all program required competency and proficiency evaluations.
- Successful completion of all ASR programmatic progression requirements.
- 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.

- This registry does required student to have a conferred degree before sitting for the exam.
- This means students must have ALL of their general education/core course work complete and all financial responsibilities to the college fulfilled before the degree can be conferred and the transcript released. Failure to complete these items, may delay a student's ability to site for national registry exams.

ASR Degree Requirements

Every candidate for the associate degree is responsible for meeting all requirements for graduation. The deadline for applying for graduation is published in the academic calendar available on the college website. If a student does not complete the final course requirements, a new graduation 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 298, which can be repeated once the following semester. Please refer to the ASR handbook for the most up-to-date version as the teach-out may affect these requirements.
- Successfully complete all program and ARRT required competency and proficiency evaluations.
- Successful completion of all ASR programmatic progression requirements.
- 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) Standard of Ethics.

Graduates who have met the previously listed graduation, progression, and degree requirements will be eligible to site for the American Registry of Radiologic Technologists (ARRT) radiography certification examination.

For more information about ARRT registry, please visit the following link: <https://www.arrt.org/pages/earn-arrt-credentials/initial-requirements/exam/examination-requirement>

ASR Student Discipline

If a student of concern is identified by a faculty member that could potentially lead to academic, professional, or clinical probation, a face-to-face, or virtual 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, the 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 ASR Program Handbook for programmatic specific policies and progression requirements pertaining to academic/clinical/professional probation and academic/clinical dismissal from the ASR program.

Program Suspension, Dismissal, and Probation

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 the program-specific profession. Probation may or may not precede dismissal. Please see earlier section of the catalog for examples of behavior that would violate college standards.

ASR Programmatic Probation and Dismissal

If a student of concern is identified by a faculty member that could potentially lead to academic, professional, or clinical probation, a face-to-face, or virtual meeting will be arranged between the 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. The ASR program uses the *Cox College Student of Concern Progress Report*.

ASR Academic Probation

1. A student can be placed on an academic probation status when the course grade falls below an 85% at a point in time during a semester.
2. In the RAD 121 course, if a student fails a laboratory evaluation on the first attempt in two sections of the course, they will be put on academic probation for the remainder of the semester. The next failed evaluation will result in automatic dismissal.

3. If a student has incomplete course work or clinical hours within the ASR course of study, mitigating circumstances will be reviewed by the program director.

ASR Clinical Probation

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

Refer to the Clinical Grievance Procedure for additional information.

ASR Professional Probation

1. Conduct is determined to violate the Code of Ethics, Title IX standards, or other standards at the college or clinical site can lead to a student being placed on professional probation.
2. Extreme conduct can lead to dismissal based on professional conduct, bypassing the probationary status.

ASR Program Dismissal

1. Achievement of a final grade below 85% in any course with a RAD prefix, with the exception of RAD 298 which can be repeated once the following semester. *Refer to the ASR handbook for the most up-to-date version as the teach-out may affect these requirements.*
2. In the RAD 121 course, students must pass all lab evaluations with an 85% or better. If students demonstrate skills that are “unacceptable” or “needs major improvement” in one of more asterisked areas of the lab evaluation, an automatic failure will occur. Students will have an opportunity to repeat a failed lab evaluation. Failure on the second attempt is an automatic dismissal.
3. If a student fails a laboratory evaluation on the first attempts in two sections of RAD 131, they will be put on academic probation for the remainder of the semester. The next failed evaluation will result in automatic dismissal.
4. Students will be dismissed from the ASR program if an x-ray exposure is made without the direct authorization and supervision of a faculty member, clinical instructor, technologists, or radiologist before clinical rotations begin.
5. Rotational Performance Reviews (formerly Biweekly evaluation) evaluations averaging a 2.0 or lower in more than two clinical practicum courses.
6. Behavior that violates the Standards of Ethics published by the American Registry of Radiologic Technologists (ARRT).
 - a. The current ARRT Standards of Ethics can be found at the following link: [arrrt-standards-of-ethics.pdf \(kc-usercontent.com\)](#) or through the ARRT website: <https://www.arrrt.org/pages/earn-arrrt-credentials/initial-requirements/ethics/ethics-requirements>

- b. The ASRT provides additional Practice Standards of Care that should be followed and can be found at the following link: <https://www.asrt.org/main/standards-and-regulations/professional-practice/practice-standards-online>

ASR Course of Study

Most students complete the prerequisite courses in one year or less. The radiography-specific program courses only require at least five years to complete. Substitutions may be accepted on a case-by-case basis for the prerequisites listed below.

General Education Courses: 25 Credit Hours

BIOL 206	Human Physiology*
CHEM 103	Fundamentals of Chemistry or Physics*
PSYC 101	Introduction to Psychology
BIOL 205	Human Anatomy*
ENGL 150	English Composition
BIOL 118	Medical Terminology
INFM 160	Computer Resources
MATH 160	College Algebra

*Core Science Course

These general education courses can be taken through any accredited college, to ensure the courses transfer correctly to Cox College, refer to the transfer equivalent page: [Cox College Gen Ed Transfer Equivalents](#)

For additional questions regarding general education courses, students may reach out to the admissions team or visit their website at <http://coxcollege.edu/admissions/>

Associate of Science in Radiography Course of Study – Fall Start: 8-Week Courses

General Education		Credit Hours
BIOL 205	Human Anatomy w/Lab	4
BIOL 206	Human Physiology w/Lab	4
CHEM 106	Fundamentals of Chemistry or Physics	4
ENGL 150	English Composition	3
BIOL 118	Medical Terminology	3
INFM 160	Computer Resources	1
PSYC 101	Introduction to Psychology	3
MATH 160	College Algebra	3
General Education Total		25

Semester 1 – Fall 1st 8-Weeks		Credit Hours
RAD 100	Patient Care in Radiography w/Lab	3
RAD 110	Radiographic Anatomy	2
Semester 1 – Fall 2nd 8-Weeks		Credit Hours
RAD 120	Imaging Procedures Lecture	2
RAD 121	Imaging Procedures Lab	3
RAD 141	Radiation Physics I	<u>2</u>
Semester Total		12
Semester 2 – Spring 1st 8-Weeks		Credit Hours
RAD 122	Imaging Procedures II w/Lab	3
RAD 123	Imaging Procedures III w/Lab	2
RAD 101	Introduction to Clinical Practice	1
Semester 2 – Spring 2nd 8-Weeks		Credit Hours
RAD 142	Radiation Physics II	2
RAD 161	Image Production I	2
RAD 191	Clinical Practicum I	<u>2</u>
Semester Total		12
Semester 3 – Summer 8-Weeks		Credit Hours
RAD 289	Professionalism and Ethics	3
RAD 192	Clinical Practicum II	<u>3</u>
Semester Total		6
Semester 4 – Fall 1st 8-Weeks		Credit Hours
RAD 250	Radiographic Image Analysis and Quality Control	2
RAD 262	Image Production II	3
RAD 293	Clinical Practicum III	2
Semester 4 – Fall 2nd 8-Weeks		Credit Hours
RAD 263	Image Production III	2
RAD 270	Radiation Biology and Protection	3
RAD 294	Clinical Practicum IV	<u>1</u>
Semester Total		13
Semester 5 – Spring 1st 8-Weeks		Credit Hours
RAD 200	Radiographic Pathology	2
RAD 297	Capstone I	2
RAD 295	Clinical Practicum V	2
Semester 5 – Spring 2nd 8-Weeks		Credit Hours
RAD 291	Clinical Practicum VI	1
RAD 298	Capstone II	<u>2</u>
Semester Total		9***

General Education: 25 Credit Hours

ASR Program Specific Courses: 52 Credit Hours

ASR Degree Total: 77 Credit Hours

*****Note that this semester may not have enough hours for federal financial aid qualifications when only taking ASR courses. Other courses are available if a student is wanting to bring their course load to part-time or full-time for financial aid purposes. Additional course load options will need to be discussed with the student's advisor.**

Associate of Science in Radiography Course of Study – Spring Start: 8-Week Courses

General Education		Credit Hours
BIOL 205	Human Anatomy w/Lab	4
BIOL 206	Human Physiology w/Lab	4
CHEM 106	Fundamentals of Chemistry or Physics	4
ENGL 150	English Composition	3
BIOL 118	Medical Terminology	3
INFM 160	Computer Resources	1
PSYC 101	Introduction to Psychology	3
MATH 160	College Algebra	<u>3</u>
General Education Total		25

Semester 1 – Spring 1st 8-Weeks		Credit Hours
RAD 100	Patient Care in Radiography w/Lab	3
RAD 110	Radiographic Anatomy	2

Semester 1 – Spring 2nd 8-Weeks		Credit Hours
RAD 120	Imaging Procedures Lecture	2
RAD 121	Imaging Procedures Lab	3
RAD 141	Radiation Physics I	<u>2</u>
Semester Total		12

Semester 2 – Summer 8-Weeks		Credit Hours
RAD 122	Imaging Procedures II w/Lab	3
RAD 123	Imaging Procedures III w/Lab	<u>2</u>
RAD 101	Introduction to Clinical Practice	<u>1</u>
Semester Total		6

Semester 3 – Fall 1st 8-Weeks		Credit Hours
RAD 142	Radiation Physics II	2
RAD 161	Image Production I	2
RAD 191	Clinical Practicum I	2

Semester 3 – Fall 2nd 8-Weeks		Credit Hours
RAD 289	Professionalism and Ethics	3
RAD 192	Clinical Practicum II	<u>3</u>
Semester Total		12

Semester 4 – Spring 1st 8-Weeks		Credit Hours
RAD 250	Radiographic Imaging Analysis and Quality Control	2
RAD 262	Image Production II	3
RAD 293	Clinical Practicum III	2

Semester 4 – Spring 2nd 8-Weeks		Credit Hours
RAD 263	Image Production III	2
RAD 270	Radiation Biology and Protection	3
RAD 294	Clinical Practicum IV	<u>1</u>
Semester Total		13

Semester 5 – Summer 8-Weeks		Credit Hours
RAD 200	Radiographic Pathology	2
RAD 297	Capstone I	2
RAD 295	Clinical Practicum V	<u>2</u>
Semester Total		6

Semester 6 – Fall 1st 8-Weeks		Credit Hours
RAD 291	Clinical Practicum VI	1
RAD 298	Capstone II	<u>2</u>
Semester Total		3***

General Education: 25 Credit Hours

ASR Program Specific Courses: 52 Credit Hours

ASR Degree Total: 77 Credit Hours

*****Note that this semester may not have enough hours for federal financial aid qualifications when only taking ASR courses. Other courses are available if a student is wanting to bring their course load to part-time or full-time for financial aid purposes. Additional course load options will need to be discussed with the student's advisor.**

ASR Prerequisites/Co-requisite 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. With exceptions, see admissions requirements for more details.

*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	Course Title	Prerequisite	Corequisite
Prior to Program Admission: BIOL 205, BIOL 206, ENGL 150, MATH 160, BIOL 118, CHEM 103 or Introduction to Physics w/Lab, PSYC 101, INFM 160			
RAD 100		Admission to ASR Program	RAD 110
RAD 110		Admission to ASR Program	RAD 100
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 123
RAD 122		RAD 100, RAD 120, RAD 121	RAD 123, RAD 101
RAD 123		RAD 100, RAD 120, RAD 121	RAD 122, RAD 101
RAD 142		RAD 141	RAD 161, RAD 191
RAD 161		RAD 141	
RAD 191		RAD 101	RAD 142, RAD 161
RAD 192		RAD 191	RAD 289
RAD 200		RAD 110	RAD 295, RAD 297
RAD 250		RAD 161	RAD 262, RAD 293
RAD 262		RAD 161	RAD 250, RAD 293
RAD 263		RAD 262	RAD 270, RAD 294
RAD 270		RAD 142	RAD 263, RAD 294
RAD 289		RAD 100	RAD 192
RAD 291		RAD 294	RAD 298
RAD 293		RAD 192	RAD 200, RAD 250, RAD 262, RAD 270
RAD 294		RAD 293	RAD 270, RAD 263
RAD 295		RAD 294	RAD 263, RAD 289, RAD 299
RAD 297		RAD 262, RAD 270, RAD 294	RAD 295, RAD 200
RAD 298		RAD 297	RAD 291

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 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 three enrollment options to accommodate individuals from varying educational experiences. They are as follows:

- **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. 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 an 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 ARMS 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.
 - CT, MRI, NUC, DMS, and DMS-Echo specialty imaging pathways begin in the fall. Applications are due April 1st.
 - Students entering the BSDI Completion or Healthcare Leadership track may enter the program in any semester. Applications due April 1st.
- The application process for CTI, MRI, NUC, DMS, and DMS-Echo 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

pathways only). Job shadowing must be completed by March 1st to ensure this requirement is completed by the April 1st 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 primary pathway prior to beginning of the BSDI 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 BSDI program twice for any credentialing pathway are not eligible to reapply. Declined status does not include those given alternate status.

Certifications

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

BSDI Program Objectives

- Demonstrate appropriate communication skills with patients and colleagues.
- Exercise discretion and judgement 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 RDMS 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. Students 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 experiences 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 the 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 radiation up to 1.5 hours from their home. At times, a student may be required to drive to any Springfield or CoxHealth clinical site for specific concentration exam experiences not offered at the individual's assigned clinical site.

The BSDI credentialing pathway programs use an online portfolio system called Trajecsys. Students are required to use this system for documenting patient exams as well as class and clinical attendance. There is a one-time fee for this service that covers the entire length of the program. This fee ranges from \$50.00 - \$150.00 depending on the length of the program. The fee is tied to the first clinical practice or lab course.

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 on 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 of 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 course 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 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	Course Title	Prerequisite	Corequisite
Prior to Program Admission: BIOL 205, BIOL 206, ENGL 150 or Oral Communications, MATH 160 or 227, BIOL 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, SDI 360, SDI 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 SPECIALTY TRACK

This track is tailored to meet the needs of the 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 of 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

- ENGL 207 Expository Writing (3 Credit Hours)
- MATH 227 Introduction to Statistics (3 Credit Hours)
- PSYC 230 Life-Span Development (3 Credit Hours)
- SOCI 304 Global Awareness & Cultural Diversity (3 Credit Hours)

Core Electives: 60 Credit Hours Available

- SDI 108 Spanish for Healthcare Professionals (3 Credit Hours)
- SDI 238 Common Reader (3 Credit Hours)
- SDI 300 Specialty Imaging Ethics (3 Credit Hours)
- SDI 301 Emotional Intelligence in Leadership (3 Credit Hours)
- SDI 311 Building Team Culture (3 Credit Hours)
- SDI 314 Patient Care & Safety (3 Credit Hours)
- SDI 315 Introduction to Healthcare Management (3 Credit Hours)
- SDI 319 Managing Difficult Conversations (3 Credit Hours)
- SDI 322 Introduction to Conflict Management (3 Credit Hours)
- SDI 334 Foundational Leadership (3 Credit Hours)
- SDI 344 Healthcare Finance (3 Credit Hours)
- SDI 350 End of Life (3 Credit Hours)
- SDI 359 The Healthy Provider (3 Credit Hours)
- SDI 371 Spirituality (3 credit Hours)
- SDI 392 Regulatory Trends in Radiologic Sciences and Imaging (3 Credit Hours)
- SDI 430 Epidemiology (3 Credit Hours)
- SDI 471 Advanced Studies in Human Oncology I (3 Credit Hours)
- SDI 472 Advanced Studies in Human Oncology II (3 Credit Hours)
- SDI 473 Advanced Studies in Human Oncology III (3 Credit Hours)
- SDI 474 Advanced Studies in Human Oncology IV (3 Credit Hours)

**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

- CTI 300 CT Physics and Instrumentation* (3 Credit Hours)
- CTI 302 CT Imaging Procedures* (2 Credit Hours)
- SDI 302 Specialty Imaging Sectional Anatomy* (2 Credit Hours)
- SDI 304 Specialty Imaging Pathology* (2 Credit Hours)
- SDI 340 Clinical Practice I (3 Credit Hours)
- SDI 360 Clinical Practice II (1 Credit Hour)
- SDI 364 Specialty Imaging Capstone I (3 Credit Hours)
- SDI 400 Clinical Practice III (3 Credit Hours)

**Required didactic courses*

***Required clinical hours of 440 total hours*

Diagnostic Medical Sonography (DMS): 79 Credit Hours

- SDI 300 Specialty Imaging Ethics (3 Credit Hours)
- SDI 314 Patient Care & Safety (3 Credit Hours)
- DMS 304 Physics and Instrumentation I (3 Credit Hours)
- DMS 306 Sonographic Anatomy of Abdomen/Small Parts I (3 Credit Hours)
- DMS 307 DMS Capstone (3 Credit Hours)
- DMS 308 Sonographic Abdominal/Small Parts Pathology I (3 Credit Hours)
- DMS 310 Sonographic Anatomy of Abdomen/Small Parts I Lab (4 credit Hours)
- DMS 312 Sonographic Abdominal/Small Parts Pathology I Lab (4 Credit Hours)
- DMS 314 Physics and Instrumentation II (4 Credit Hours)
- DMS 316 Vascular Physics and Instrumentation I (3 Credit Hours)
- DMS 318 Gynecology I (3 Credit Hours)
- DMS 320 DMS Specific Gynecology Lab (2 Credit Hours)
- DMS 322 Gynecology II (2 Credit Hours)
- DMS 324 Obstetrics I (2 Credit Hours)
- DMS 326 Physics and Instrumentation III (2 Credit Hours)
- DMS 327 DMS Capstone II (4 Credit Hours)
- DMS 330 Vascular Technology I (3 Credit Hours)
- DMS 332 DMS Specific Vascular Lab (2 Credit Hours)
- DMS 334 Obstetrics II (3 Credit Hours)
- DMS 340 Vascular Technology II (4 Credit Hours)
- DMS 342 Advanced DMS Specific Comprehensive Lab (1 Credit Hour)
- DMS 344 DMS Neurosonography (1 Credit Hour)
- DMS 352 DMS Clinical Practice I (2 Credit Hours)
- DMS 354 DMS Clinical Practice II (3 Credit Hours)

- DMS 356 DMS Clinical Practice III (2 Credit Hours)
- DMS 358 DMS Clinical Practice IV (2 Credit Hours)
- DMS 360 DMS Clinical Practice V (3 Credit Hours)
- DMS 362 DMS Clinical Practice VI (2 Credit Hours)
- DMS 364 DMS Clinical Practice VII (3 Credit Hours)

Healthcare Leadership: 18 Credit Hours

- SDI 301 Emotional Intelligence in Leadership (3 Credit Hours)
- SDI 311 Building Team Culture (3 Credit Hours)
- SDI 315 Introduction to Healthcare Management (3 Credit Hours)
- SDI 319 Managing Difficult Conversations (3 Credit Hours)
- SDI 322 Introduction to Conflict Management (3 Credit Hours)
- SDI 334 Foundational Leadership (3 Credit Hours)

Magnetic Resonance Imaging (MRI): 24 – 27 Credit Hours

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

**Required course for primary pathway only*

Nuclear Medicine (NUC): 37 Credit Hours

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

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

- ENGL 207 Expository Writing (3 Credit Hours)
- MATH 227 Introduction to Statistics (3 Credit Hours)
- PSYC 230 Life-Span Development (3 Credit Hours)
- SOCI 304 Global Awareness & Cultural Diversity (3 Credit Hours)

Core Electives: 60 Credit Hours Available

- SDI 108 Spanish for Healthcare Professionals (3 Credit Hours)
- SDI 238 Common Reader (3 Credit Hours)
- SDI 300 Specialty Imaging Ethics (3 Credit Hours)
- SDI 301 Emotional Intelligence in Leadership (3 Credit Hours)
- SDI 311 Building Team Culture (3 Credit Hours)
- SDI 314 Patient Care & Safety (3 Credit Hours)
- SDI 315 Introduction to Healthcare Management (3 Credit Hours)
- SDI 319 Managing Difficult Conversations (3 Credit Hours)
- SDI 322 Introduction to Conflict Management (3 Credit Hours)
- SDI 334 Foundational Leadership (3 Credit Hours)
- SDI 344 Healthcare Finance (3 Credit Hours)
- SDI 350 End of Life (3 Credit Hours)
- SDI 359 The Healthy Provider (3 Credit Hours)
- SDI 371 Spirituality (3 credit Hours)
- SDI 392 Regulatory Trends in Radiologic Sciences and Imaging (3 Credit Hours)
- SDI 430 Epidemiology (3 Credit Hours)
- SDI 471 Advanced Studies in Human Oncology I (3 Credit Hours)
- SDI 472 Advanced Studies in Human Oncology II (3 Credit Hours)
- SDI 473 Advanced Studies in Human Oncology III (3 Credit Hours)
- SDI 474 Advanced Studies in Human Oncology IV (3 Credit Hours)

**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 credit hours.*

***CTI, MRI, NUC, DMS, and ECH courses may be taken as electives at the discretion of the program advisor and the 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 course 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 included Computer Tomography (CTI), Magnetic Resonance Imaging (MRI), and Nuclear Medicine (NUC). Each of these imaging specialties follows a specific course of study.

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 already 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 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 Credit Hours)
- 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 course must be taken within five (5) years prior to admission to the MRI or NUC primary pathways. Exceptions may be made of applicants who are 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 weeks 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	1
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

Program Total: 12 – 19 Credit Hours

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 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	Lifespan Development	<u>3</u>
Semester 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
DMS 314	Patient Care and Safety	<u>3</u>
Semester Total		20

Spring Intersession I		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 and 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>
Semester Total		8

Summer Session 2		Credit Hours
DMS 358	DMS Clinical Practice IV	<u>2</u>
Semester Total		2

Fall Semester 2		Credit Hours
DMS 330	Vascular Technology I	3

DMS 332	DMS Specific Vascular Lab	2
DMS 334	Obstetrics II	3
DMS 307	DMS Capstone I	3
DMS 360	DMS Clinical Practice V	<u>3</u>
Semester Total		14

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

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

Transfer Credit (Academic Degree or RT(R) Certification): 61 - 64 Credit Hours

Required DMS Specialty Courses: 79 Credit Hours

Required General Education Courses: 12 Credit Hours

Total Program: 151 – 155 Credit Hours

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 students' academic background. The MRI program is a 32-week program. Total required clinical hours (**943.5**) must be completed. The asterisk (*) denotes an additional required course for 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>
Semester 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

Program Total: 24 – 27 Credit Hours

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 (**1005 hours**) must be completed.

Fall Semester		Credit Hours
NUC 300	NM Physics and Instrumentation	3
NUC 302	NM Procedures and 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 and Diagnosis II	3
NUC 314	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

Program Total: 37 Credit Hours

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>
Semester 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

Program Total: 25 Credit Hours

DIVISION OF INTERPROFESSIONAL RESEARCH AND GRADUATE STUDIES OVERVIEW

The Division of Interprofessional Research and 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), Master of Science in Occupational Therapy, 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)

The Master of Science in Nursing (MSN) program offers two tracks: Family Practice Nurse Practitioner (FNP) program and the 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 the 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 state of being, by utilizing a multidisciplinary approach that is sensitive to both environmental recourses 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 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 Advanced 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 the 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; 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.

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.
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Admission to the 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 a Cox College Admissions Counselor or Advisor.

U.S. 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 applicants 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:
 - a. BLS – BLS must be the American Heart Association or the equivalents 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.
 - b. 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/>
2. Students are required to meet any other vaccination/immunization requirements 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. Student 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.gov. The Cox College school code is 013877. Contact the financial aid department if you need assistance.
4. Submit all 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 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 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 provisional 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 students' 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 counselors can advise on 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 to 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 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 may need to be taken due to gaps in education from previous MSN programs to the requirements for our program's course work. Board examinations may require students to submit a copy of your gap analysis as a prerequisite to testing. The advisor and program chair will work with students on this process.

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:

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*

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

The grading scale for all courses will be provided in each individual course syllabus. 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 course, or be dismissed from the program. Students on academic probation will be monitored each semester to confirm 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% to 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% to 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

MSN 502	Leadership in Health Care and Nursing Education Systems (3 Credit Hours)
MSN 504	Advanced Physiology and Pathophysiology (3 Credit Hours)
MSN 506	Ethical and Legal Practice in Health Care (3 Credit Hours)
MSN 508	Role of Advanced Practice Nurse I (1 Credit Hour)
MSN 510	Advanced Pharmacology (3 Credit Hours)
MSN 512B	Advanced Physical Assessment (3 Credit Hours)
MSN 513B	Advanced Physical Assessment II [120 hours] (2 Credit Hours)
MSN 525B	Evidence-Based Practice in Health Care I (3 Credit Hours)
MSN 528B	Evidence-Based Practice in Health Care II (3 Credit Hours)
MSN 550	Advanced Practice Applications [Elective] (3 Credit Hours)
MSN 620	HPPPC* I: Adult through Aging^ (3 Credit Hours)
MSN 621	HPPPC I Clinical Practicum [180 hours]^ (3 Credit Hours)
MSN 622B	HPPPC II: Women's Health/Reproductive^ (3 Credit Hours)
MSN 623B	HPPPC II Clinical Practicum [120 Hours]^ (2 Credit Hours)
MSN 624	HPPPC III: Newborn to Adolescent^ (3 Credit Hours)
MSN 625	HPPPC III: Clinical Practicum [120 Hours]^ (2 Credit Hours)
MSN 626	Role of the Advanced Practice Nurse II (1 Credit Hour)
MSN 628	Advance Practice Practicum & Research [240 Hours]^ (4 Credit Hours)
MSN 640	Family & Child Dynamics~ (3 Credit Hours)
MSN 642	Advanced Psychopharmacology~ (2 Credit Hours)
MSN 644B	Counseling & Psychotherapy~ (2 Credit Hours)
MSN 645B	Counseling & Psychotherapy Clinical Practicum [180 Hours]~ (3 Credit Hours)
MSN 646B	Psychotherapy Management Across the Life Span~ (3 Credit Hours)
MSN 647B	Psychotherapy...Life Span Clinical Practicum [240 Hours]~ (4 Credit Hours)
MSN 649	PMHNP Practice Practicum [240 Hours]~ (4 Credit Hours)

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	Course Title	Prerequisite	Pre/Corequisite
MSN 502	Leadership in Health Care and Nursing Education Systems	Undergraduate Leadership or Equivalent	
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	Evidence-Based Practice in Health Care II	MSN 525B or Equivalent	
MSN 620 (FNP)	Health Promotion/Prevention in Primary Care: Adult through Aging	MSN 504, 510, 512B, 513B	MSN 621
MSN 621 (FNP)	Health Promotion/Prevention in Primary Care: Adult through Aging Practicum	MSN 504, 510, 512B, 513B	MSN 620
MSN 622B (FNP)	Health Promotion/Prevention in Primary Care: Women's Health/Reproductive	MSN 504, 508, 510, 512B, 513B, 620, 621	MSN 623B
MSN 623B (FNP)	Health Promotion/Prevention in Primary Care: Women's Health/Reproductive Practicum	MSN 504, 508, 510, 512B, 513B, 620, 621	MSN 622B
MSN 624 (FNP)	Health Promotion/Prevention in Primary Care: Newborn to Adolescent	MSN 504, 508, 510, 512B, 513B, 620, 621	MSN 622B, 623B, 625
MSN 625 (FNP)	Health Promotion/Prevention in Primary Care: Newborn to Adolescent Practicum	MSN 504, 508, 510, 512B, 513B, 620, 621	MSN 622B, 623B, 624
MSN 626	Role of the Advanced Practice Nurse II	MSN 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	MSN 504, 508, 510, 512B, 513B, 620, 621, 622B, 623B, 625	MSN 626

MSN 640 (PMHNP)	Family & Child Dynamic	MSN 504, 510, 512B	MSN 508
MSN 642 (PMHNP)	Advanced Pharmacology	MSN 504, 510, 512B	MSN 640
MSN 644B (PMHNP)	Counseling & Psychotherapy	MSN 504, 508, 510, 512B/513B, 640	MSN 645B
MSN 645B (PMHNP)	Counseling & Psychotherapy Practicum	MSN 504, 508, 510, 512B/513B, 640	MSN 644B
MSN 646B (PMHNP)	Psychotherapy Across the Life Span	MSN 504, 508, 510, 512B/513B, 640, 642, 644B/645B	MSN 647B
MSN 647B (PMHNP)	Psychotherapy Across the Life Span Practicum	MSN 504, 508, 510, 512B/513B, 640, 642, 644B/645B	MSN 646B
MSN 649 (PMHNP)	PMHNP Practice Practicum	MSN 504, 508, 510, 512B/513B, 640, 642, 644B/645B, 646B/647B	MSN 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 Course of Study

Note: The plans of study listed below are suggestions. They can be customized by meeting with the MSN academic 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, SP/FA YEAR 2, SP/A YEAR 3)

Year One - Fall Semester 1		Credit Hours	Notes
MSN 504	Advanced Physiology & Pathophysiology	3	3 P's; DIDACTIC
MSN 510	Advanced Pharmacology*	3	3 P's; DIDACTIC
MSN 508	Role of the Advanced Practice Nurse I	1	Didactic; 2 nd 8-WEEKS
MSN 512B	Advanced Physical Assessment	3	3 P's; DIDACTIC W/COMPS
Semester Total		10	NO CLINICAL

Year Two - Spring Semester 2		Credit Hours	Notes
MSN 513B	Advanced Physical Assessment II	2	3 P's; CLINICAL 120 HRS
MSN 525B	Evidenced-Based Practice in Health Care I	3	DIDACTIC
MSN 506	Ethical and Legal Practice in Health Care	3	Didactic; 1 st 8- WEEKS
Semester Total		8	120 CLINICAL HOURS

Year Two – Fall Semester 3		Credit Hours	Notes
MSN 528B	Evidence-Based Practice in Health Care II	3	DIDACTIC
MSN 620	HPPPC: Adult through Aging	3	DIDACTIC
MSN 621	HPPPC: Adult through Aging Practicum	3	CLINICAL 180 HRS
Semester Total		9	180 CLINICAL HOURS

Year Three – Spring Semester 4		Credit Hours	Notes
MSN 622B	HPPPC: Women's Health/Reproduction	3	DIDACTIC
MSN 623B	HPPPC: Women's Health/Reproduction Practicum	2	CLINICAL 120 HRS
MSN 624	HPPPC: Newborn to Adolescence	3	DIDACTIC
MSN 625	HPPPC: Newborn to Adolescence Practicum	2	CLINICAL 120 HRS
Semester Total		10	240 CLINICAL HOURS

Year Three – Fall Semester 5		Credit Hours	Notes
MSN 502	Leadership in Health Care & Nursing Education Systems	3	1 st 8-WEEKS
MSN 626	Roles of the Advance Practice Nurse II	1	2 nd 8-WEEKS
MSN 628	Advanced Practice Practicum & Research	4	CLINICAL 240 HRS
Semester 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		Credit Hours	Notes
MSN 504	Advanced Physiology & Pathophysiology	3	3 P's; DIDACTIC
MSN 510	Advanced Pharmacology*	3	3 P's; DIDACTIC
MSN 512B	Advanced Physical Assessment	3	3 P's; DIDACTIC W/COMPS
Semester Total		9	NO CLINICAL

Year One - Fall Semester 2		Credit Hours	Notes
MSN 513B	Advanced Physical Assessment II	2	3 P's; CLINICAL 120 HRS
MSN 525B	Evidenced-Based Practice in Health Care I	3	DIDACTIC
MSN 502	Leadership in Health Care & Nursing Education Systems	3	Didactic; 1 st 8- WEEKS
MSN 508	Role of the Advance Practice Nurse I	1	DIDACTIC; 2 ND 8- WEEKS
Semester Total		9	120 CLINICAL HOURS

Year Two – Spring Semester 3		Credit Hours	Notes
MSN 528B	Evidence-Based Practice in Health Care II	3	DIDACTIC
MSN 620	HPPPC: Adult through Aging	3	DIDACTIC
MSN 621	HPPPC: Adult through Aging Practicum	3	CLINICAL 180 HRS
Semester Total		9	180 CLINICAL HOURS

Year Two – Fall Semester 4		Credit Hours	Notes
MSN 622B	HPPPC: Women's Health/Reproduction	3	DIDACTIC
MSN 623B	HPPPC: Women's Health/Reproduction Practicum	2	CLINICAL 120 HRS
MSN 624	HPPPC: Newborn to Adolescence	3	DIDACTIC
MSN 625	HPPPC: Newborn to Adolescence Practicum	2	CLINICAL 120 HRS
Semester Total		10	240 CLINICAL HOURS

Year Three – Spring Semester 5		Credit Hours	Notes
MSN 506	Ethics and Legal Practice in Health Care*	3	1 st 8-WEEKS
MSN 626	Roles of the Advance Practice Nurse II	1	2 nd 8-WEEKS
MSN 628	Advanced Practice Practicum & Research	4	CLINICAL 240 HRS
Semester Total		8	240 CLINICAL HOURS

Suggested Part-Time Plan of Study (Fall Admission)**7 SEMESTERS (FA YEAR 1, SP/FA YEAR 2, SP/FA YEAR 3, SP/FA YEAR 4)**

Year One - Fall Semester 1		Credit Hours	Notes
MSN 504	Advanced Physiology & Pathophysiology	3	3 P's ; DIDACTIC
MSN 510	Advanced Pharmacology*	3	3 P's ; DIDACTIC
MSN 508	Role of the Advance Practice Nurse I	1	DIDACTIC; 2 ND 8-WEEKS
Semester Total		7	NO CLINICAL

Year Two - Spring Semester 2		Credit Hours	Notes
MSN 512B	Advanced Physical Assessment	3	3 P's ; DIDACTIC W/COMPS
MSN 506	Ethics and legal Practice in Health Care*	3	DIDACTIC; 1 ST 8-WEEKS
Semester Total		6	NO CLINICAL

Year Two - Fall Semester 3		Credit Hours	Notes
MSN 513B	Advanced Physical Assessment II	2	3 P's ; CLINICAL 120 HRS
MSN 525B	Evidence-Based Practice in Health Care I	3	DIDACTIC
Semester Total		5	120 CLINICAL HOURS

Year Three - Spring Semester 4		Credit Hours	Notes
MSN 620	HPPPC: Adult through Aging	3	DIDACTIC
MSN 621	HPPPC: Adult through Aging Practicum	3	CLINICAL 180 HRS
Semester Total		6	180 CLINICAL HOURS

Year Three – Fall Semester 5		Credit Hours	Notes
MSN 622B	HPPPC: Women's Health/Reproduction	3	DIDACTIC
MSN 623B	HPPPC: Women's Health/Reproduction Practicum	2	CLINICAL 120 HRS
MSN 502	Leadership in Health Care & Nursing Education Systems*	3	DIDACTIC; 1 ST 8-WEEKS
Semester Total		8	120 CLINICAL HOURS

Year Four – Spring Semester 6		Credit Hours	Notes
MSN 528B	Evidence-Based Practice in Health Care II	3	DIDACTIC
MSN 624	HPPPC: Newborn to Adolescence	3	DIDACTIC
MSN 625	HPPPC: Newborn to Adolescence Practicum	2	CLINICAL 120 HRS

Semester Total	8	120 CLINICAL HOURS
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Year Four – Fall Semester 7		Credit Hours	Notes
MSN 626	Role of Advance Practice Nurse II	1	DIDACTIC; 2 nd 8-WEEKS
MSN 628	Advanced Practice Practicum & Research	4	CLINICAL 240 HRS
Semester 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		Credit Hours	Notes
MSN 504	Advanced Physiology & Pathophysiology	3	3 P's ; DIDACTIC
MSN 510	Advanced Pharmacology*	3	3 P's ; DIDACTIC
Semester Total		6	NO CLINICAL

Year One - Fall Semester 2		Credit Hours	Notes
MSN 512B	Advanced Physical Assessment	3	3 P's ; DIDACTIC W/COMPS
MSN 502	Leadership in Health Care & Nursing Education Systems*	3	DIDACTIC; 1 ST 8-WEEKS
MSN 508	Role of the Advance Practice Nurse I	1	DIDACTIC; 2 ND 8-WEEKS
Semester Total		7	NO CLINICAL

Year Two – Spring Semester 3		Credit Hours	Notes
MSN 513B	Advanced Physical Assessment II	2	3 P's ; CLINICAL 120 HRS
MSN 525B	Evidence-Based Practice in Health Care I	3	DIDACTIC
Semester Total		5	120 CLINICAL HOURS

Year Two - Fall Semester 4		Credit Hours	Notes
MSN 620	HPPPC: Adult through Aging	3	DIDACTIC
MSN 621	HPPPC: Adult through Aging Practicum	3	CLINICAL 180 HRS
Semester Total		6	180 CLINICAL HOURS

Year Three – Spring Semester 5		Credit Hours	Notes
MSN 622B	HPPPC: Women's Health/Reproduction	3	DIDACTIC
MSN 623B	HPPPC: Women's Health/Reproduction Practicum	2	CLINICAL 120 HRS

MSN 506	Ethical and Legal Practice in Health Care*	3	DIDACTIC; 1 ST 8-WEEKS
Semester Total		8	120 CLINICAL HOURS

Year Three – Fall Semester 6		Credit Hours	Notes
MSN 528B	Evidence-Based Practice in Health Care II	3	DIDACTIC
MSN 624	HPPPC: Newborn to Adolescence	3	DIDACTIC
MSN 625	HPPPC: Newborn to Adolescence Practicum	2	CLINICAL 120 HRS
Semester Total		8	120 CLINICAL HOURS

Year Four – Spring Semester 7		Credit Hours	Notes
MSN 626	Role of Advance Practice Nurse II	1	DIDACTIC; 2 nd 8-WEEKS
MSN 628	Advanced Practice Practicum & Research	4	CLINICAL 240 HRS
Semester Total		5	240 CLINICAL HOURS

Master of Science Psychiatric Mental Health Nurse Practitioner (PMHNP) Track Course of Study

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, SP/FA YEAR 2, SP/FA YEAR 3)

Year One - Fall Semester 1		Credit Hours	Notes
MSN 504	Advanced Physiology & Pathophysiology	3	3 P's; DIDACTIC
MSN 510	Advanced Pharmacology*	3	3 P's; DIDACTIC
MSN 508	Role of the Advanced Practice Nurse I	1	Didactic; 2 nd 8-WEEKS
MSN 512B	Advanced Physical Assessment	3	3 P's; DIDACTIC W/COMPS
Semester Total		10	NO CLINICAL

Year Two - Spring Semester 2		Credit Hours	Notes
MSN 513B	Advanced Physical Assessment II	2	3 P's; CLINICAL 120 HRS
MSN 525B	Evidenced-Based Practice in Health Care I	3	DIDACTIC

MSN 506	Ethical and Legal Practice in Health Care	3	Didactic; 1 st 8-WEEKS
MSN 642	Advanced Psychopharmacology	2	DIDACTIC
Semester Total		10	120 CLINICAL HOURS

Year Two - Fall Semester 3		Credit Hours	Notes
MSN 640	Family & Child Dynamics	3	DIDACTIC; 1 ST 8-WEEKS
MSN 644	Counseling & Psychotherapy	2	DIDACTIC
MSN 645B	Counseling & Psychotherapy Practicum	3	CLINICAL 180 HRS
Semester Total		8	180 CLINICAL HOURS

Year Three - Spring Semester 4		Credit Hours	Notes
MSN 528B	Evidence-Based Practice in Health Care II	3	DIDACTIC
MSN 646	Psychiatric Management Across the Life Span	3	DIDACTIC
MSN 647B	Psychiatric Management Across the Life Span Practicum	4	CLINICAL 240 HRS
Semester Total		10	240 CLINICAL HOURS

Year Three – Fall Semester 5		Credit Hours	Notes
MSN 502	Leadership in Health Care & Nursing Education Systems	3	DIDACTIC; 1 ST 8-WEEKS
MSN 626	Role of the Advance Practice Nurse II	1	DIDACTIC; 2 nd 8-WEEKS
MSN 649	PMHNP Practice Practicum	4	CLINICAL 240 HRS
Semester 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		Credit Hours	Notes
MSN 504	Advanced Physiology & Pathophysiology	3	3 P's ; DIDACTIC
MSN 510	Advanced Pharmacology*	3	3 P's ; DIDACTIC
MSN 512B	Advanced Physical Assessment	3	3 P's ; DIDACTIC W/COMPS
Semester Total		9	NO CLINICAL

Year One - Fall Semester 2		Credit Hours	Notes
MSN 513B	Advanced Physical Assessment II	2	3 P's ; CLINICAL 120 HRS

MSN 640	Family & Child Dynamics	3	DIDACTIC; 1 ST 8-WEEKS
MSN 508	Role of the Advance Practice Nurse I	1	DIDACTIC; 2 nd 8-WEEKS
MSN 525B	Evidenced-Based Practice in Health Care I	3	DIDACTIC
Semester Total		9	120 CLINICAL HOURS

Year Two - Spring Semester 3		Credit Hours	Notes
MSN 528B	Evidence-Based Practice in Health Care II	3	DIDACTIC
MSN 642	Advanced Psychopharmacology	2	DIDACTIC
MSN 646	Psychiatric Management Across the Life Span	3	DIDACTIC
MSN 647B	Psychiatric Management Across the Life Span Practicum	4	CLINICAL 240 HRS
Semester Total		12	240 CLINICAL HOURS

Year Two – Fall Semester 4		Credit Hours	Notes
MSN 502	Leadership in Health Care & Nursing Education Systems	3	DIDACTIC; 1 ST 8-WEEKS
MSN 644	Counseling & Psychotherapy	2	DIDACTIC
MSN 645B	Counseling & Psychotherapy Practicum	3	CLINICAL 180 HRS
Semester Total		8	180 CLINICAL HOURS

Year Three – Spring Semester 5		Credit Hours	Notes
MSN 506	Ethical and Legal Practice in Health Care	3	DIDACTIC; 1 ST 8-WEEKS
MSN 626	Role of the Advance Practice Nurse II	1	DIDACTIC; 2 nd 8-WEEKS
MSN 649	PMHNP Practicum	4	CLINICAL 240 HRS
Semester Total		8	240 CLINICAL HOURS

Suggested Part-Time Plan of Study (Fall Admission)

7 SEMESTERS (FA YEAR 1, SP/FA YEAR 2, SP/FA YEAR 3, SP/FA YEAR 4)

Year One - Fall Semester 1		Credit Hours	Notes
MSN 504	Advanced Physiology & Pathophysiology	3	3 P's ; DIDACTIC
MSN 510	Advanced Pharmacology*	3	3 P's ; DIDACTIC
MSN 508	Role of the Advance Practice Nurse I	1	DIDACTIC; 2 ND 8-WEEKS
Semester Total		7	NO CLINICAL

Year Two - Spring Semester 2		Credit Hours	Notes
MSN 512B	Advanced Physical Assessment	3	3 P's; DIDACTIC W/COMPS
MSN 642	Advanced Psychopharmacology	2	DIDACTIC
Semester Total		5	NO CLINICAL

Year Two - Fall Semester 3		Credit Hours	Notes
MSN 513B	Advanced Physical Assessment II	2	3 P's; CLINICAL 120 HRS
MSN 640	Family & Child Dynamics	3	DIDACTIC; 1 ST 8- WEEKS
MSN 525B	Evidenced-Based Practice in Health Care I	3	DIDACTIC
Semester Total		9	120 CLINICAL HOURS

Year Three – Spring Semester 4		Credit Hours	Notes
MSN 506	Ethical and Legal Practice in Health Care	3	DIDACTIC; 1 ST 8- WEEKS
MSN 528B	Evidence-Based Practice in Health Care II	3	DIDACTIC
Semester Total		6	NO CLINICAL

Year Three – Fall Semester 5		Credit Hours	Notes
MSN 502	Leadership in Health Care & Nursing Education Systems	3	DIDACTIC; 1 ST 8- WEEKS
MSN 644	Counseling & Psychotherapy	2	DIDACTIC
MSN 645B	Counseling & Psychotherapy Practicum	3	CLINICAL 180 HRS
Semester Total		8	180 CLINICAL HOURS

Year Four - Spring Semester 6		Credit Hours	Notes
MSN 646	Psychiatric Management Across the Life Span	3	DIDACTIC
MSN 647B	Psychiatric Management Across the Life Span Practicum	4	CLINICAL 240 HRS
Semester Total		7	240 CLINICAL HOURS

Year Four – Fall Semester 7		Credit Hours	Notes
MSN 626	Role of the Advance Practice Nurse II	1	DIDACTIC; 2 ND 8- WEEKS
MSN 649	PMHNP Practicum	4	CLINICAL 240 HRS
Semester 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		Credit Hours	Notes
MSN 504	Advanced Physiology & Pathophysiology	3	3 P's; DIDACTIC
MSN 510	Advanced Pharmacology*	3	3 P's; DIDACTIC
Semester Total		6	NO CLINICAL

Year One - Fall Semester 2		Credit Hours	Notes
MSN 512B	Advanced Physical Assessment	3	3 P's; DIDACTIC W/COMPS
MSN 508	Role of the Advance Practice Nurse I	1	DIDACTIC; 2 nd 8- WEEKS
MSN 525B	Evidence-Based Practice in Health Care I	3	DIDACTIC
Semester Total		7	NO CLINICAL

Year Two - Spring Semester 3		Credit Hours	Notes
MSN 513B	Advanced Physical Assessment II	2	3 P's; CLINICAL 120 HRS
MSN 642	Advanced Psychopharmacology	2	DIDACTIC
MSN 506	Ethical and Legal Practice in Health Care	3	DIDACTIC; 1 st 8- WEEKS
Semester Total		7	120 CLINICAL HOURS

Year Two – Fall Semester 4		Credit Hours	Notes
MSN 640	Family & Child Dynamics	3	DIDACTIC; 1 ST 8- WEEKS
MSN 502	Leadership in Health Care & Nursing Education Systems	3	DIDACTIC; 1 ST 8- WEEKS
MSN 528B	Evidence-Based Practice in Health Care II	3	DIDACTIC
Semester Total		9	NO CLINICAL

Year Three - Spring Semester 5		Credit Hours	Notes
MSN 646	Psychiatric Management Across the Life Span	3	DIDACTIC
MSN 647B	Psychiatric Management Across the Life Span Practicum	4	CLINICAL 240 HRS
Semester Total		7	240 CLINICAL HOURS

Year Three – Fall Semester 6		Credit Hours	Notes
MSN 644	Counseling & Psychotherapy	2	DIDACTIC
MSN 645B	Counseling & Psychotherapy Practicum	3	CLINICAL 180 HRS

Semester Total	5	180 CLINICAL HOURS
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Year Four – Fall Semester 7		Credit Hours	Notes
MSN 626	Role of the Advance Practice Nurse II	1	DIDACTIC; 2 nd 8-WEEKS
MSN 649	PMHNP Practicum	4	CLINICAL 240 HRS
Semester Total		5	240 CLINICAL HOURS

MASTER OF SCIENCE IN NUTRITION DIAGNOSTICS

Cox College's Master of Science in Nutrition Diagnostics (MND) is a 16-month program that allows students to be eligible to take the registration examination for dietitians. The program is accredited as a future education model graduate program (GP) through ACEND. The MND program has a concentration in nutrition diagnostics and is designed to meet the competencies for entry-level practice as an RD. The program is designed to enhance and expand practice skills in clinical nutrition utilizing Kight's advanced-level practice modeling in nutrition diagnostics. The program requires the completion of 45 credits, which include supervised experiential learning experiences that provide 1,025 hours that span the length of the program. This program offers the required didactic and supervised experiential learning for students to, upon successful completion, take the exam to become a Registered Dietitian.

Departmental Mission

The Cox College Master of Science in Nutrition Diagnostics is 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.

Departmental Philosophy

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

Goals and Objectives

Goal #1: Program graduates will be competent entry-level dietitians

- At least 80% of the students complete program requirements within two years (150% of the program length).
- Of the graduates who seek employment, at least 70% are employed in nutrition and dietetics or related fields within 12 months of graduation.
- The program's one year pass rate (graduates who pass the registration exam within one year of the first attempt) on the CDR credentialing exam for dietitian nutritionists is at least 80%.
- At least 75% of employers will rate graduates "adequate" or higher when surveyed regarding the graduate's preparation for entry-level practice.

Goal #2: Program graduates will be active members of their communities and the dietetic profession.

- At least 75% of program graduates will participate voluntarily in local community activities.
- At least 60% of program graduates will serve as dietetic preceptors.

Applying to the MND Program

Interested students who meet the program's admission requirements listed below must apply using the Dietetics Inclusive Centralized Application System (DICAS). Students are also required to apply to Cox College through the college website.

Applications will be accepted on a rolling basis. The selection committee will consider students who apply and meet the admission requirements for an interview. Meeting the admission requirements does not guarantee admission into the program.

Admission Requirements

The requirements for potential acceptance into the Cox College MND include:

- Minimum cumulative GPA of 2.7
- Minimum of 105 hours of college credit
- Three or more credit hours with a letter grade of “C” or higher in the following subject areas/courses:
 - Anatomy (may be combined with physiology if ≥ 6 hours total)
 - Physiology (may be combined with anatomy if ≥ 6 hours total)
 - Chemistry
 - Biology
 - English or Writing
 - College Algebra or Contemporary Mathematics
 - Introduction to Nutrition or Basic Nutrition
- Resume
 - Academic History
 - Work History
 - Includes contact information for two references, preferably from academic and professional sources
 - Brief Personal Statement

*Note: Exceptions and substitutions to the course list above may be made on a case-by-case basis.

DICAS

Students are required to complete the Cox College MND application via DICAS. Below are the instructions for completing the DICAS application.

- Visit <https://dicas.liasoncas.com/applicant-ux/#/login> to set up a DICAS account.
- Fill out the components of the Cox College DICAS application.
- 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 email address, for each reference. This will trigger an email message requesting the completion of a reference form, which will be completed online. Students submitting multiple applications must use the same individuals as references for each application.
- Any questions can be referred to DICASinfo@DICAS.org.

Selection Procedure

Applications will be reviewed by members of the selection team, which comprises of ND faculty and may include other stakeholders such as preceptors for supervised learning. Qualifying applicants will be contacted to participate in an interview, which may take place in person or virtually.

Onboarding Requirements After Admission

After admission, the student will be required to complete several steps for onboarding to the college and complete the requirements for clinical sites. We will email a comprehensive list of instructors for all requirements soon after the cohort is set. Requirements include, but are not exclusive, the following:

- Completed application to the college
- Consent and disclosure form
- Satisfactory background check
- Negative drug screen (does not include cannabinoids)
- Proof of immunizations
- Submit transcripts showing successful completion of prerequisites

Vaccines are not required for admittance to Cox College, however, clinical sites required for the program have vaccine requirements that students must comply with. The list below (subject to change) is currently required for clinical sites. Students may submit vaccine exemption requests, but these are not guaranteed. The COVID-19 vaccine is encouraged but no longer required.

- MMR (2 doses after one year of age)
- Hepatitis B (series of 3 or signed waiver declining)
- Tdap (in the last 10 years)
- Varicella (2 doses)
- Negative TB test after program enrollment
- Hepatitis A (2 doses)
- Influenza (required each fall while in the program)

The MND as a Cohort Program

The Cox College MND is a cohort program designed for students to experienced supervised experiential learning and graduate courses as a community of learners. The plan of study dictates that the cohort of students will start the program, take coursework, complete supervised rotations, and graduate jointly.

Cohort status will be lost if the student drops out or does not maintain progression (see MND Progression). Students who are removed from their cohort for any reason may apply to join subsequent cohorts; however, admission is not guaranteed.

Master of Science in Nutrition Diagnostics Course Requirements

Program Courses: 45 Credit Hours

- MND 500 Foundations of the Nutrition Profession – Didactic (3 Credit Hours)
- MND 552 Medical Nutrition Therapy in Chronic Disease – Didactic (3 Credit Hours)
- MND 604 Food Systems Management and Leadership in Dietetics – Didactic (3 Credit Hours)
- MND 605 Food Science and Food Preparation – Didactic (3 Credit Hours)
- MND 519 Foundations of Supervised Experiential Learning – Didactic (3 Credit Hours)
- MND 533 Nutrition Diagnostics and Assessment I – Didactic (3 Credit Hours)

- MND 502 Nutrition Counseling and Education Methods – Didactic (3 Credit Hours)
- MND 521 Critical Thinking for the Health Professional – Didactic (3 Credit Hours)
- MND 633 Nutrition Diagnostics and Assessment II – Didactic (3 Credit Hours)
- MND 601 Research Methods in Nutrition – Didactic (3 Credit Hours)
- MND 581 Contemporary Topics in Food and Nutrition – Didactic (3 Credit Hours)
- MND 532 Supervised Experiential Learning I – SEL (6 Credit Hours)
- MND 534 Supervised Experiential Learning II – SEL (6 Credit Hours)

Master of Science in Nutrition Diagnostics (MND) Course of Study

16-Month Plan of Study – Fall Start

Fall Semester 1	Credit Hours
MND 500 Foundations of the Nutrition Profession	3
MND 552 Medical Nutrition Therapy in Chronic Disease	3
MND 604 Food Systems Management and Leadership in Dietetics	3
MND 605 Food Science and Food Preparation	3
MND 519 Foundations of Supervised Experiential Learning	<u>3</u>
Semester Total	15

Spring Semester 1	Credit Hours
MND 533 Nutrition Diagnostics and Assessment I	3
MND 502 Nutrition Counseling and Education Methods	3
MND 521 Critical Thinking for the Health Professional	3
MND 532 Supervised Experiential Learning I	<u>6</u>
Semester Total	15

Fall Semester 2	Credit Hours
MND 633 Nutrition Diagnostics and Assessment II	3
MND 601 Research Methods in Nutrition	3
MND 581 Contemporary Topics in Food and Nutrition	3
MND 534 Supervised Experiential Learning II	<u>6</u>
Semester Total	15

Total Program: 45 Credit Hours

16-Month Plan of Study – Spring Start

Spring Semester 1	Credit Hours
MND 500 Foundations of the Nutrition Profession	3
MND 533 Nutrition Diagnostics and Assessment I	3
MND 552 Medical nutrition Therapy in Chronic Disease	3
MND 521 Critical Thinking for the Health Professional	3

MND 519	Foundations of Supervised Experiential Learning	<u>3</u>
Semester Total		15

Fall Semester 1		Credit Hours
MND 604	Food Systems Management and Leadership in Dietetics	3
MND 605	Food Science and Food Preparation	3
MND 633	Nutrition Diagnostics and Assessment II	3
MND 532	Supervised Experiential Learning I	<u>6</u>
Semester Total		15

Spring Semester 2		Credit Hours
MND 502	Nutrition Counseling and Education Methods	3
MND 601	Research Methods in Nutrition	3
MND 581	Contemporary Topics in Food and Nutrition	3
MND 534	Supervised Experiential Learning II	<u>6</u>
Semester Total		15

Total Program: 45 Credit Hours

MND Prerequisites/Corequisites

Course Number	Course Title	Prerequisite	Corequisite
MND 532	Supervised Experiential Learning I	MND 519	
MND 534	Supervised Experiential Learning II	MND 532	
MND 533	Nutrition Diagnostics and Assessment I	MND 500*	
MND 633	Nutrition Diagnostics and Assessment II	MND 533, MND 552	

*May also be taken as a corequisite

MND Progression and Successful Completion Guidelines

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 potential 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 the student has a cumulative GPA of less than 2.7 in any given semester, the student will be placed on academic probation.
- b. If the GPA does not improve to 2.7 or higher in the subsequent semester, cohort status will be lost and the student will be dismissed from the program.
- c. Failure of any supervised experiential learning course results in loss of cohort status and potential program dismissal.

*Students who are removed from their cohort for any reason may apply to join subsequent cohorts; however, admission is not guaranteed. In this case, courses may be repeated to achieve the standards listed above.

Progression – ACEND Competencies

The student must successfully meet the ACEND – required graduate program competencies for program completion. These competencies are met through program-specific learning activities that are systemically assessed (formative and summative) throughout the program. Failure to meet these competencies and complete the required learning activities may result in loss of cohort status and subsequent dismissal from the program.

MND GP Successful Completion

The student must successfully complete all didactic components, complete ACEND-required graduate program competencies, meet minimum supervised experiential learning hours, and meet all college requirements (e.g., financial) for program completion. After program completion, defined below, the students will be awarded a verification statement for eligibility for registration. The details for program completion are outlined below:

- Successful completion (earned grade of 70% or higher or “pass”) of all courses (45 credit hours) in the MND plan of study
- Cumulative GPA of 2.7 or higher
- Successful completion of all ACEND graduate program competencies
- Successful completion of a minimum of 1,025 supervised experiential learning hours
- Meet all Cox College required obligations for the conferment of a graduate degree
- Met all financial obligations to the college

Note – the maximum time allowed to complete all program requirements is five years.

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 hour course of study that 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 site for the National Board of 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 inter-disciplinary collaboration in order to improve the health of the communities we serve. **(LEADING)**

Curriculum Threads & Outcomes

In the MSOT curriculum, there are common themes and threads that contribute to the overall learning experience for the student. The curriculum is designed to produce practitioners that fulfill the mission and vision of the MSOT Department. Cox College MSOT curriculum provides opportunities for:

1. **KNOWING:** Acquiring the knowledge, skills, and attitudes to be 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 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>		
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>		
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 = <i>KNOWING</i> Thread	Orange = <i>ADVANCING</i> Thread
Yellow = <i>DOING</i> Thread	Green = <i>LEADING</i> 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 7501 Wisconsin Avenue, Suite 510E, Bethesda, MD 20814. 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 of 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 obtain 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

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.liasoncas.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 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. Applicants should ensure 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 the 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.*
4. 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 will count – volunteering with animals, children, underserved populations, or community improvement organizations are all equally considered). These forms can be found in OTCAS.
5. Professional References: Submit 3 professional references. Note: one is encouraged to be from a Registered Occupational Therapist.
6. 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. All official transcripts
 - ii. Three professional references (one must be an OT)
 - iii. Observation form(s)
 - iv. Volunteer Form(s)
 - v. Personal Essay
 - vi. Resume (It is recommended that the resume outline the applicant’s professional journey to the point of application to the program)
 - vii. Writing Sample (It is recommended 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 form a favorite undergraduate course)
2. Apply to Cox College online at CoxCollege.edu; submit graduate application and \$50 application fee

3. Complete the FAFSA application at www.FAFSA.gov. The Cox College school code is 013877. Contact the Financial Aid Office for assistance at (417) 269-3401.
4. Apply for institutional scholarships at <https://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 prerequisite requirements will be considered for admission. Following the review of documents, top applicants will be invited for an interview. An interview does not guarantee acceptance into the program. Invitations of acceptance into the MSOT 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 into the occupational therapy program must complete all prerequisite 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.

General Education Prerequisites

Human Anatomy, with Lab*	4 Credit Hours
Human Physiology, with Lab*	4 Credit Hours
General/Introduction Psychology	3 Credit Hours
Abnormal Psychology	3 Credit Hours
Introduction to Sociology or Anthropology	3 Credit Hours
Life Span Development/Developmental Psychology	3 Credit Hours
English Composition	3 Credit Hours
Public Speaking/Communications	3 Credit Hours
Statistics (Biostats or Psych Stats)*	3 Credit Hours
Medical Terminology (may be taken online; need proof of proficiency)	1 Credit Hour

All prerequisites must be taken within 10 years of application to the MSOT program

The above courses may vary by course name depending on the institution. If there is a question, student may provide a syllabus and/or course name and number, and contact the Admissions Office. Human Anatomy and Human Physiology may be taken as Human Anatomy & Physiology I AND II.

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: 10 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	<u>3</u>

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-week program includes both Level I part-time clinical experiences and 24 weeks of full-time Level II fieldwork.

Grading Scale

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/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 Cox 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 the reporting system to the 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 and 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, they will become a 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 a student drops out or does not maintain a 3.0 overall GPA. Failure of any course (grade of 79% or below or “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 experiences, 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. Students should 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 student progression is disrupted, and the student is no longer progressing with their cohort.

For the purpose 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 individual 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 disrupted progression occurs and is only affecting Level II Fieldwork rotations, a full progression plan is not required and a Level II Fieldwork Progression Plan will be sufficient to guide completion of the program.

If a 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 their complete, formal name on the form, exactly how they would want 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 Experience 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. 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

A Leave of Absence from the OT program is reserved only for extraordinary circumstances. A department 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. Student should see the OT *Disrupted Progression Policy* for more information. Student should reference the Cox College *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) I 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 welcome 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 their 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 the 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 attempts 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. a 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, 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 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 experiences, and includes twenty-four weeks of full-time clinical fieldwork and 16 weeks of Capstone Experience. Entry into 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 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 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 Occupational Therapy Doctorate Curriculum Overview

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 KNOWING	OTD 740 Applied Neurology 3 didactic KNOWING	OTD 780 Adult Rehabilitation I Acute Care 3 di/ 1 lab=4 DOING	OTD 770 Innovations & Technology to Support Occupational Perf 2 di/1 lab = 3 ADVANCING	OTD 810 Adult Rehabilitation II 3 di/1 lab=4 DOING	OTD 882 Fieldwork Experience Level II-A 6 clinical DOING	OTD 886 Fieldwork Experience Level II-B 6 clinical DOING	OTD 905 Capstone Preparation 3 didactic ADVANCING & LEADING	OTD 920 Capstone Experience 8 clinical / 1 lab = 9 ADVANCING & LEADING
OTD 710 Professional Identity & Professional & Therapeutic Use of Self 3 didactic KNOWING & DOING	OTD 730 Evidence-Based Practice & Scholarly Inquiry 2 didactic ADVANCING	OTD 784 Fieldwork Level I-B 1 clinical DOING		OTD 814 Fieldwork Level 1-C 1 clinical DOING	OTD 880 Evidence-Based Practice & Clinical Synthesis I 3 didactic ADVANCING	OTD 883 Evidence-Based Practice & Clinical Synthesis II 3 didactic ADVANCING	OTD 925 Creative Leadership & Entrepreneurship 3 didactic LEADING	
OTD 712 The OT Process & Activity Analysis Lab 1 di/1 lab = 2 DOING	OTD 735 Quantitative & Qualitative Analysis for Health Professions 1 LAB ADVANCING	OTD 790 Applied Research I 1 di/ 1 lab=2 ADVANCING	OTD 765 Ethics, Culture, & Global Perspectives 3 didactic LEADING	OTD 820 Pediatric Occupational Therapy Assessment 1 di/ 1 lab=2 DOING			OTD 895 Critical Thinking in Applied Practice 3 didactic DOING & ADVANCING	OTD 924 Capstone Dissemination 1 didactic ADVANCING/ LEADING
OTD 720 OT Foundations 2 didactic KNOWING	OTD 725 Development of Human Occupations 2 di/ 1 Lab = 3 DOING	OTD 755 Psychosocial OT 3 di/1 lab =4 DOING	OTD 775 Best Practice Analysis in Occupational Therapy in Community Settings 2 di/ 1 lab=3 ADVANCING	OTD 822 Pediatric Occupational Therapy Intervention 2 di/1 lab = 3 DOING				
	OTD 715 Pathophysiology & Occupational Performance 3 didactic KNOWING	OTD 760 Group Process in Occupational Therapy 1 didactic DOING		OTD 826 Fieldwork Level 1-D 1 clinical DOING				
	OTD 745 Upper Extremity Rehabilitation 2 di/ 1 lab=3 DOING	OTD 748 Fieldwork Level 1-A 1 clinical DOING	OTD 792 Applied Research II 1 lab ADVANCING	OTD 875 Healthcare Admin & Management 3 didactic LEADING				
	OTD 750 Documentation in OT 1 didactic DOING	OTD 795 Vision, Perception, & Cognition 3 didactic DOING		OTD 901 Capstone Investigation 2 didactic KNOWING & ADVANCING				
		OTD 900 Capstone Seminar 1 didactic ADVANCING & LEADING		OTD 794 Applied Research III 1 lab ADVANCING				
11	16	17	10	17	9	9	9	10
TOTAL CREDIT HOURS: 108 (68 didactic/ 16 lab/ 16 clinical/ 8 capstone clinical)								

Key

Blue Thread: *KNOWING*
 Yellow Thread: *DOING*
 Orange Thread: *ADVANCING*
 Green Thread: *LEADING*
 Peach Thread: *Capstone Investigation & Development*

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

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 7501 Wisconsin Avenue, suite 510E, Bethesda, MD 20814. ACOTE’s telephone number c/p 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 Occupational Therapy Doctorate 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/students/graduates 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 the ACOTE-accredited programs can apply to take the National Board for Certification in Occupational Therapy (NBCOT) examination. Graduation 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

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.liasoncas.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 (It is recommended that the resume outlines the applicant’s professional journey to the point of application to the program)
 - vii. Writing Sample (it is recommended that the applicant submit a sample that includes references and is written in APA style formatting. However, a variety of style formats will be accepted. 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.FAFSA.gov. The Cox College school code is 013877. Contact the 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 prerequisite 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 MSOT program are offered formally on an individual basis through both electronic and post-mail formats between March and May each year.

Transfer of Credits

Students accepted into the occupational therapy program must complete all prerequisite 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.

General Education Prerequisites

Human Anatomy, with Lab*	4 Credit Hours
Human Physiology, with Lab*	4 Credit Hours
General/Introduction Psychology	3 Credit Hours
Abnormal Psychology	3 Credit Hours
Introduction to Sociology or Anthropology	3 Credit Hours
Life Span Development/Developmental Psychology	3 Credit Hours
English Composition	3 Credit Hours
Public Speaking/Communications	3 Credit Hours
Statistics (Biostats or Psych Stats)*	3 Credit Hours
Medical Terminology (may be taken online; need proof of proficiency)	1 Credit Hour

All prerequisites must be taken within 10 years of application to the OTD Program.

*Recommended to be taken within five (5) years of application to the program

The above courses may vary by course name depending on the institution. If there is a question, students may provide the syllabus and/or course name and number, and contact the Admissions Office. Human Anatomy & Human Physiology may be taken as Human Anatomy & Physiology I & II.

Students should have 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 of 3.0 to be eligible for a doctorate degree.

Professional Courses: 84 Credit Hours

Clinical Education: 16 Credit Hours

Capstone Courses: 8 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 Profess (Lab Course)	2
OTD 720 Occupational Therapy Foundations	2
OTD 734 Research Methods & Scholarly Inquiry (Lab Course)	3
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, 108 credit, hybrid delivery program designed to prepare graduates to be eligible to take the NBCOT certification exam and subsequently be eligible for licensure as Occupational Therapists. The 9 semester program includes both level I part-time clinical experiences and 24 weeks of full-time level II fieldwork as well as the Capstone Experience.

Grading Scale

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/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 Cox 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 the reporting system to the 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 and 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, they will become a 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 (see *Disrupted Progression Policy* for more information). 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 student progression is disruption, and the student is no longer progressing with his/ her original cohort.

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

Students are allowed to repeat a course in the OT program. In the case of disrupted progression, when disruption occurs in the first or second year of didactic coursework, 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 disrupted progression occurs and is only affecting Level II Fieldwork rotations, a full progression plan is not required and a Level II Fieldwork Progression Plan will be sufficient to guide completion of the program.

If a 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 their complete, formal name on the form, exactly how they want it to be written on the diploma. At the time of registering for final semester classes, students should 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 Experience 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. 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

A Leave of Absence from the OT program is reserved only for extraordinary circumstances. A department 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. Student should see the OT *Disrupted Progression Policy* for more information. Student should reference the Cox College *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) I 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 welcome 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 their 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 the 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 attempts 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. a 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, 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.

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.

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 Hours

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 Clinical Applications I (4 LEC & 3 LAB) 7 Credit Hours
105

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 Clinical Applications II 7 Credit Hours
106

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 Critical Thinking 2 Credit Hours
205

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 Clinical Applications III (4 LEC & 3 LAB) 7 Credit Hours
206

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 Clinical Applications IV (4 LEC & 3 LAB) **7 Credit Hours**
208
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 Pharmacological Basis of Nursing Practice **3 Credit Hours**
215
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 NCLEX Preparation **1 Credit Hours**
220
This course will examine concepts for the NCLEX licensure examination. The application of NCLEX principles and concepts will be explored.

NURS/NURN/NLPN/NURM Fundamentals of Gerontology **2 Credit Hours**
309
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 Nursing Externship **3 Credit Hours**
491
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.

Bachelor of Science in Nursing (RN to BSN)

NRNC 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 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

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

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

NRNC 312 Health Assessment 2 Credit Hours

This course builds on the practical knowledge that many RNs utilize in various health care agencies. The course provides theory and practice in performing head-to-toe health assessments of individual clients. The focus is on the adult client with adaptations across the life span. The content of this course is delivered as an online course.

NRNC 315 Introduction to Healthcare Management 3 Credit Hours

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

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

NRNC 325 Introduction to Conflict Management 3 Credit Hours

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

NRNC 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 SDI 334.

NRNC 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 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

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

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

Prerequisite: 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

Prerequisite: MATH 227

This course is an introduction to the importance of scientific inquiry and its relationship to theory development. Content includes a review of the research process, selected theories and conceptual models. Selected nursing literature is utilized for practice in critiquing research studies.

NRNC 404 Community and Public Health Nursing 3 Credit Hours

RN to BSN track ONLY. This course focuses on providing population-focused nursing care. Concepts of community health nursing practice are applied using a variety of online methodologies. Health promotion and disease prevention concepts are integrated into community-oriented assignments using the community-as-partner model.

NRNC 406 Trends, Issues, and Ethics in Nursing 3 Credit Hours

This course provides an overview of relevant issues in professional nursing. Historical, legal, ethical, economic, political, and social trends and issues are discussed and related to the role of the nurse. Issues such as violence against nurses, the nursing shortage, mandatory overtime and other current issues will be explored.

NRNC 412 Professional Role Transition 3 Credit Hours

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

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**
Prerequisite: 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: NRNC 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: NRNC 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: NRNC 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**
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/NRSF/NRSA 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/NRSF/NRSA 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/NRSF/NRSA 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/NRSF/NRSA 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/NRSF/NRSA 220 NCLEX Preparation 1 Credit Hours

Corequisite: NRSI/NRSF/NRSA 410

The course will examine test taking strategies and concepts for the NCLEX licensure examination. The application of nursing judgment across the lifespan and readiness for safe entry to practice will be reinforced.

NRSI/NRSF/NRSA 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, NRNC 238 and SDI 238.

NRSI/NRSF/NRSA 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/NRSF/NRSA 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

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/NRSF/NRSA 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/NRSF/NRSA 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/NRSF/NRSA 305 Care of Childrearing Families 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/NRSF/NRSA 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

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

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

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

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/NRSF/NRSA 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

background of alternative medicine and its political implications will be discussed. This course is the same as NRNC 356; nursing elective.

NRSI/NRSF/NRSA 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 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/NRSF/NRSA 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 SDI 371 and NRNC 371; nursing elective.

NRSI/NRSF/NRSA 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/NRSF/NRSA 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/NRSF/NRSA 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/NRSF/NRSA 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/NRSF/NRSA 430 Epidemiology 3 Credit Hours

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

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/NRSF/NRSA 471 Advanced Studies in Human Oncology I 3 Credit Hours

Prerequisite: 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/NRSF/NRSA 472 Advanced Studies in Human Oncology II 3 Credit Hours

Prerequisite: NRSI/NRSF/NRSA 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/NRSF/NRSA 473 Advanced Studies in Human Oncology III 3 Credit Hours

Prerequisite: NRSI/NRSF/NRSA 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/NRSF/NRSA 474 Advanced Studies in Human Oncology IV 3 Credit Hours

Prerequisite: NRSI/NRSF/NRSA 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/NRSF/NRSA 491 Nursing Externship 3 Credit Hours

Prerequisite/Corequisite: By permission of Cox College selection team only, two faculty letters of recommendation (one must be clinical faculty), good academic standing, and interview with Human Resources representative at CoxHealth. BSNE, BSNF, & BSNA must have NRSI/NRSF/NRSA 325 completed 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 Course) 3 Credit Hours

Prerequisite: ENGL 150, MATH 160, BIOL 118, BIOL 205, BIOL 206, CHEM 103 or Introduction to Physics w/Lab, PSYC 101, INFM 160

Corequisite: 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 Hours

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

Corequisite: RAD 122, RAD 123

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

Prerequisite: ENGL 150, MATH 160, BIOL 118, BIOL 205, BIOL 206, CHEM 103 or Introduction to Physics w/Lab, PSYC 101, INFM 160

Corequisite: RAD 110, 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

Prerequisite: ENGL 150, MATH 160, BIOL 118, BIOL 205, BIOL 206, CHEM 103 or Introduction to Physics w/Lab, PSYC 101, INFM 160

Corequisite: 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**
Prerequisite: ENGL 150, MATH 160, BIOL 118, BIOL 205, BIOL 206, CHEM 103 or Introduction to Physics w/Lab, PSYC 101, INFM 160
Corequisite: 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**
Prerequisite: RAD 100, RAD 120, RAD 121, or equivalent and/or with advisor and program director approval
Corequisite: 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**
Prerequisite: RAD 100, RAD 120, RAD 121, or equivalent and/or with advisor and program director approval
Corequisite: 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)

RAD 141 **Radiation Physics I** **2 Credit Hours**
Prerequisite: ENGL 150, MATH 160, BIOL 118, BIOL 205, BIOL 206, CHEM 103 or Introduction to Physics w/Lab, PSYC 101, INFM 160
Corequisite: 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.

RAD 142 **Radiation Physics II** **2 Credit Hours**
Prerequisite: RAD 141 or equivalent and/or with advisor and program director approval
Corequisite: 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 or fully online method.

RAD 142 **Radiation Physics II** **2 Credit Hours**
Prerequisite: RAD 141 or equivalent and/or with advisor and program director approval
Corequisite: 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 or fully online method.

RAD 161 **Image Production I** **2 Credit Hours**

Prerequisite: ENGL 150, MATH 160, BIOL 118, BIOL 205, BIOL 206, CHEM 103 or Introduction to Physics w/Lab, PSYC 101, INFM 160

Corequisite: 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.

RAD 191 **Clinical Practice I** **2 Credit Hours**

Prerequisite: RAD 101 or equivalent and/or with advisor and program director approval

Corequisite: 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 100-135 clinical hours per credit hour of clinical practicum.

RAD 192 **Clinical Practice II** **3 Credit Hours**

Prerequisite: RAD 191 or equivalent and/or with advisor and program director approval

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 100-135 clinical hours per credit hour of clinical practicum. (2 clinical and 1 theory.)

RAD 200 **Radiographic Pathophysiology** **2 Credit Hours**

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

Corequisite: 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**

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

Corequisite: 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**

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

Corequisite: 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**

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

Corequisite: 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**

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

Corequisite: 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**

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

Corequisite: 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 online instruction.

RAD 291 **Clinical Practice VI** **1 Credit Hours**

Prerequisite: RAD 295 or equivalent and/or with advisor and program director approval

Corequisite: RAD 298

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 100-135 clinical hours per credit hour of clinical practicum.

RAD 293 **Clinical Practice III** **2 Credit Hours**

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

Corequisite: 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 100-135 clinical hours per credit hour of clinical practicum.

RAD 294 **Clinical Practice IV** **1 Credit Hours**

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

Corequisite: RAD 263 and 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. 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 100-135 clinical hours per credit hour of clinical practicum. (.5 Clinical and .5 theory.)

RAD 295 **Clinical Practice V** **2 Credit Hours**

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

Corequisite: 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 100-135 clinical hours per credit hour of clinical practicum.

RAD 297 **Radiography Capstone I** **2 Credit Hours**

Prerequisite: RAD 263, RAD 270, RAD 294 or equivalent and/or with advisor and program director approval

Corequisite: RAD 200 and RAD 295

A comprehensive overview of the program curriculum in preparation for the ARRT certification examination in Radiography. Students are provided an overview of the required content and categories associated with the ARRT national registry. 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.

RAD 298 **Radiography Capstone II** **2 Credit Hours**

Prerequisite: RAD 297 or equivalent and/or with advisor and program director approval

Corequisite: RAD 291

This second portion of registry preparation is taught using a hybrid method of instruction and requires assignments and work to be completed outside of seated classroom time. The course continues with review

of program content and consists of several mock registry examinations to prepare the student for success on the national registry. The student is provided test taking strategies to increase their chance for success on the national registry. The course uses a combination of third party resources and didactic instruction. A student must pass the course to be allowed to sit for the registry.

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**
Prerequisite: 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**
Prerequisites: 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**
Prerequisites: 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**
Prerequisites: 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**
Prerequisites: 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 Hours**

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 Hours**

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

DMS 356 **DMS Clinical Practice III** **2 Credit Hours**

Prerequisite: 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 Trajecsys 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 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 Hours

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 Hours**

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.

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 Advanced Practice Nurse I 1 Credit Hours

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

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 Hours**

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 Adolescence** **3 Credit Hours**

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 Adolescence Practicum** **2 Credit Hours**

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 Hours**

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.

Master of Science in Nutrition Diagnostics

MND 500 **Foundations of Nutrition Profession** **3 Credit Hours**

Introduction to the practice and scope of dietetics in a variety of settings, with an emphasis on clinical dietetics. The nutrition care process and the five axes of evidence will be explored through the lens of protein-calorie malnutrition, stress, and inflammation. The foundations of nutrition assessment will also be examined from a global perspective that impact the health of the population. Discussion, case studies, literature review, and small group work form the basis of this course for providing the knowledge required to begin applying key concepts and skills of the Registered Dietitian Nutritionist (RDN).

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 NineStep 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 518 **Introduction to Nutrition** **3 Credit Hours**

An introduction to nutrients and their metabolism and role in human growth and health. Discussion of nutrient requirements for various life stages, food sources. Basic assessment of dietary intake and healthy eating tools will be reviewed.

MND 519 **Foundations of Supervised Experiential Learning** **3 Credit Hours**

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 will be covered. Development of diagnostic statements, goals, and interventions will be discussed and practiced

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 532 **Supervised Experiential Learning I** **6 Credit Hours**

Pre/Corequisite: MND 519

A clinical course comprised of supervised experiential learning rotations to include medical nutrition therapy, food service/clinical management and/or community rotations. Rotations allow the student to further develop and apply the skills needed to demonstrate entry-level competence as a registered dietitian-nutritionist.

MND 533 **Nutrition Diagnostics and Assessment I** **3 Credit Hours**

An overview of the nutrition care process will be presented, including an in-depth look at nutrition assessment in a variety of patient conditions. Examination of the 5 axes of evidence will be used to help formulate diagnostic statements, and 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 534 **Supervised Experiential Learning II** **6 Credit Hours**

Pre/Corequisite: MND 532

A clinical course comprised of supervised experiential learning rotations to include medical nutrition therapy, food service/clinical management and/or community rotations. Rotations allow the student to further develop and apply the skills needed to demonstrate entry-level competence as a registered dietitian-nutritionist.

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 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 601 **Research Methods in Nutrition** **3 Credit Hours**

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 is required, including oral and/or poster presentations.

MND 604 Food Systems Management and Leadership in Dietetics 3 Credit Hours

This course examines the principles of food systems management and leadership in dietetics. Functions, such as planning, organizing, directing, controlling, and staffing will be discussed. Management theory will be explored. Human resource management and budgeting will be applied to the field and scope of dietetics. Quality management and regulatory compliance and the federal and state level will be explored.

MND 605 Food Science and Food Preparation 3 Credit Hours

An introduction to food science and food preparation. The physical and chemical factors influencing food quality during processing, preparation, and storage will be discussed with an emphasis on safety, nutrition, and palatability.

MND 633 Nutrition Diagnostics and Assessment II 3 Credit Hours

Pre/Corequisites: MND 533

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 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 complex 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.

Master of Science in Occupational Therapy

FALL 1

MSOT 502 Applied Anatomy & Kinesiology 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** **3 Credit Hours**
(Lab Course)

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 Hours

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 Hours**
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 I-B** **1 Credit Hours**

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 I-C** **1 Credit Hours**

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 I-D** **1 Credit Hours**

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** **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** **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** **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.

Doctor of Occupational Therapy

SUMMER 1

OTD 702	Applied Anatomy & Kinesiology (Lab Course) (Hybrid Course)	4 Credit Hours
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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
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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)	3 Credit Hours
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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.

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.

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 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 is designed to create savvy consumers of research who can delineate scientific evidence-based practice information from biased and non-evidence informed practices. Through discovery, students grow in knowledge of the occupational therapy profession and weigh the scientific contribution of scholarly works. This course presents learning opportunities that include, but are not limited to, locating, selecting, critiquing, interpreting, and synthesizing evidence through critical appraisal of quantitative and qualitative research to establish the ability to reason through the evidence-based practice process. Evidence is weighed for changing practice patterns combined with client values and preferences to promote shared decision-making to inform occupational therapy practice. An emphasis on practical application of translating knowledge through scholarly dissemination in hosting a journal club encourages lifelong learning best practices. This course is primarily part of the ADVANCING thread of the eOTD curriculum. This course is a required course in the eOTD curriculum.

OTD 734 Research Methods & Scholarly Inquiry (Lab Course) (Hybrid 3 Credit Hours Course)

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. This course provides opportunities for students to select, apply, and interpret qualitative and quantitative methods for data analysis in health care settings. Introduction to the systematic review process will occur in this course. Students will plan research projects, evaluate design, and learn to analyze and synthesize data into meaningful information that for dissemination that benefits the consumer and advancement of the profession. 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 Professions 3 Credit Hours (Lab Course) (Hybrid Course)

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 Hours**

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**

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 Hours**

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 Hours**

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**

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 not limited to, inpatient rehabilitation, acute care, and intensive care units. Students design evidence based treatment and discharge plans to enhance occupational performance and participation, anchored in client-centered, occupation-based models of care. 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 784 **Fieldwork Level I-B** **1 Credit Hours**

Prerequisite: Completion of Fall 1 OTD Coursework

Corequisite: OTD 780

This fieldwork course has a focus on physical disability and may include simulation experience, skills labs, faculty led community screenings, and exposure to a variety of clinics. Students will interact with clients with a variety of physical disabilities. 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 790 **Applied Research I (Lab Course) (Hybrid Course)** **2 Credit Hours**

Prerequisite: Completion of Fall 1 OTD Coursework

Students work in groups to apply foundational research knowledge introduced in previous coursework to complete a scholarly study relevant to occupational therapy current research priorities. Within the scholarly study, students complete a broad topic literature review where they identify levels of evidence, identify the validity of information, analyze the strength of methodology, and analyze data in order to identify meaningful themes and application to practice. 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 795 **Vision, Perception, & Cognition (Hybrid Course)** **3 Credit Hours**

Prerequisite: Completion of Fall 1 OTD Coursework

This course addresses cognition, perception, and visual impairments; their impact on function; and principles of related occupational therapy assessments and intervention strategies across the lifespan and in a variety of settings. This course is primary 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 900 **Capstone Seminar (Hybrid Course)** **1 Credit Hours**

Prerequisite: OTD 735, OTD 730

Corequisite: OTD 790

This course introduces the major components of the doctoral capstone to students. Students will explore possible areas of interest and/or gaps in the literature that the doctoral capstone may fulfill. Students will determine a focus area and focus statement for their capstone, explore possible capstone sites, learn from other capstone students/mentors, learn about the capstone process at Cox College, and explore personal strengths. 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.

SUMMER 2

OTD 770 Innovations & Technology to Support Occupational Performance (Lab Course) (Hybrid Course) 1 Credit Hours

Prerequisite: Completion of all Spring 1 OTD Coursework

This course explores the use of adaptation and accommodation to support occupational performance across disabilities and the lifespan. High-tech innovations as well as low-tech solutions are explored. Collaboration with community partners who focus on accessibility and technology within the home and community settings are included in this course. Students will produce a tangible product with cost effective solutions. The innovative projects created will be shared to educate others in the community. This course is part of the DOING and ADVNACING 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.

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 (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 (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 Hours**

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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2024-2025 Academic Calendar

Fall 2024

	16 Week Classes	1 st 8 Week Classes	2 nd 8 Week Classes
Canvas Opens for Fall Classes	August 9, Friday	August 9, Friday	October 11, Friday
Classes Begin	August 12, Monday	August 12, Monday	October 14, Monday
Last Day 100% Tuition & Fees Refund	August 19, Monday	August 14, Wednesday	October 16, Wednesday
Last Day to Add Class(es)	August 19, Monday	August 14, Wednesday	October 16, Wednesday
Last Day to Drop Class(es)	August 19, Monday	August 19, Monday	October 21, Monday
Last Day 50% Tuition & Fees Refund	August 26, Monday	August 19, Monday	October 21, Monday
Census Dates	August 20, Tuesday	August 20, Tuesday	October 22, Tuesday
Administrative Withdrawals	September 3, Tuesday	September 3, Tuesday	November 4, Monday
Mid-Terms	September 30-October 4 Monday-Friday	September 3-6 Tuesday-Friday	November 4-8 Monday-Friday
Mid-Term Grades Due	October 8, Tuesday	September 10, Tuesday	November 12, Tuesday
Last Day to Withdraw with a W Grade	September 30, Monday	September 3, Monday	November 4, Monday
Last Day to Withdraw with a WP, WN, or WF Grade	December 2, Monday	September 23, Monday	December 2, Monday
Finals	December 9-11 Monday-Wednesday	September 30-October 4 Monday-Friday	December 9-11 Monday-Wednesday
Classes End	December 11, Wednesday	October 4, Friday	December 11, Wednesday
Final Grades Due	December 11, Wednesday Submit by 11:59pm	October 8, Tuesday	December 11, Wednesday Submit by 11:59pm
Faculty Report	August 5, Monday		
Convocation	August 7, Wednesday		
Spring 2025 Graduation Applications Due	November 1, Friday		
Spring and Summer 2025 Registration Begins	October 28, Monday		
Fall Commencement	December 13, Friday		

Program Application Deadlines for Spring 2025 Start	
Undergraduate Nursing (ASN, BSNE, BSNA)	September 1
BSDI	November 15
MSN (FNP)	September 15

Holidays and Days Off During Fall 2024 Semester	
Labor Day (No Classes & College Closed)	September 2, Monday
Fall Break (No Classes)	October 7-11 Monday-Friday
Thanksgiving Break (No Classes)	November 25-29 Monday-Friday
Thanksgiving Holiday (College Closed)	November 27-29 Wednesday-Friday
Christmas Break (College Closed)	December 16, Monday- January 1, 2025, Wednesday



Spring 2025

	Spring Intersession
Canvas Opens for Intersession Classes	January 3, Friday
Intersession Classes Begin	January 6, Monday
Last day 100% Tuition & Fees Refund/Last Day to Add or Drop a Class	January 6, Monday
Last day 50% Tuition & Fees Refund	January 7, Tuesday
Census Date	January 8, Wednesday
Intersession Classes End	January 17, Friday
Intersession Grades Due	January 21, Tuesday

	16 Week Classes	1 st 8 Week Classes	2 nd 8 Week Classes
Canvas Opens for Spring Classes	January 17, Friday	January 17, Friday	March 21, Friday
Spring Classes Begin	January 21, Tuesday	January 21, Tuesday	March 24, Monday
Last Day 100% Tuition & Fees Refund	January 28, Tuesday	January 23, Thursday	March 26, Wednesday
Last Day to Add Class(es)	January 28, Tuesday	January 23, Thursday	March 26, Wednesday
Last Day to Drop Class(es)	January 28, Tuesday	January 28, Tuesday	March 31, Monday
Last Day 50% Tuition & Fees Refund	February 4, Tuesday	January 28, Tuesday	March 31, Monday
Census Dates	January 29, Wednesday	January 29, Wednesday	April 1, Tuesday
Administrative Withdrawals	February 11, Tuesday	February 11, Tuesday	April 14, Monday
Mid-Terms	March 10-14, Monday-Friday	February 10-14, Monday-Friday	April 14-17, Monday-Thursday
Mid-Term Grades Due	March 18, Tuesday	February 18, Tuesday	April 22, Tuesday
Last Day to Withdraw with a W Grade	March 10, Monday	February 10, Monday	April 14, Monday
Last Day to Withdraw with a WP, WN, or WF Grade	May 5, Monday	March 3, Monday	May 5, Monday
Finals	May 12-14 Monday-Wednesday	March 10-14, Monday-Friday	May 12-14 Monday-Wednesday
Classes End	May 14, Wednesday	March 14, Friday	May 14, Wednesday
Final Grades Due	May 14, Wednesday Submit by 11:59pm	March 18, Tuesday	May 14, Wednesday Submit by 11:59pm
Faculty Report	January 13, Monday		
Fall 2025 Registration Begins	April 7, Monday		
Spring Commencement	May 16, Friday		

Holidays During Spring 2025 Semester	
Martin Luther King, Jr. Day (No Classes & College Closed)	January 20, Monday
President's Day (No Classes & College Closed)	February 17, Monday
Spring Break (No Classes)	March 17-21 Monday-Friday
Good Friday (No Classes & College Closed)	April 18, Friday



Summer 2025

	Summer Session 0 (12 Weeks: May 27- August 15)	Summer Session 1 (8 Weeks: May 19- July 11)	Summer Session 2 (8 Weeks: June 2-July 25)	Summer Session 3 (5 Weeks: July 14- August 15)
Canvas Opens for Summer Classes	May 23, Friday	May 16, Friday	May 30, Friday	July 11, Friday
Classes Begin	May 27, Tuesday	May 19, Monday	June 2, Monday	July 14, Monday
Last Day 100% Tuition & Fees Refund	May 29, Thursday	May 21, Wednesday	June 4, Wednesday	July 14, Monday
Last Day to Add Class(es)	May 29, Thursday	May 21, Wednesday	June 4, Wednesday	July 14, Monday
Last Day to Drop Class(es)	June 3, Tuesday	May 27, Tuesday	June 9, Monday	July 15, Tuesday
Last Day for 50% Tuition & Fees Refund	June 3, Tuesday	May 27, Tuesday	June 9, Monday	July 15, Tuesday
Census Dates	June 4, Wednesday	May 28, Wednesday	June 10, Tuesday	July 16, Wednesday
Administrative Withdrawals	June 17, Tuesday	June 9, Monday	June 23, Monday	July 28, Monday
Last Day to Withdraw with a W Grade	July 7, Monday	June 16, Monday	June 30, Monday	July 28, Monday
Mid-Terms	June 30- July 3, Monday-Thursday	June 9-13, Monday-Friday	June 23-27, Monday-Friday	N/A
Mid-Term Grades Due	July 8, Tuesday	June 17, Tuesday	July 1, Tuesday	N/A
Last Day to Withdraw with a WP, WN, or WF Grade	August 4, Monday	June 30, Monday	July 14, Monday	August 4, Monday
Finals	August 11-13, Monday- Wednesday	July 7-11, Monday-Friday	July 21-25 Monday-Friday	August 11-13, Monday- Wednesday
Classes End	August 13, Wednesday	July 11, Friday	July 25, Friday	August 13, Wednesday
Final Grades Due	August 13, Wednesday Submit by 11:59pm	July 15, Tuesday	July 29, Tuesday	August 13, Wednesday Submit by 11:59pm

Holidays/Days Off During Summer 2025 Semester	
Memorial Day (No Classes & College Closed)	May 26, Monday
Juneteenth (No Classes & College Closed)	June 19, Thursday
Fall 2025 Graduation Applications Due	July 1, Tuesday
Independence Day (No Classes & College Closed)	July 4, Friday