College Catalog

2016-2017

COX COLLEGE
CoxHealth

1423 North Jefferson Avenue, Springfield, MO 65802

Cox College

CoxHealth

1423 N. Jefferson Avenue
Springfield, Missouri 65802

417-269-3401
Toll-free 866-898-5355
Fax 417-269-3581
www.coxcollege.edu

2016-2017

Volume 20

The programs described in this publication apply to students enrolling and graduating within the academic year of 2016-2017 at Cox College.

Cox College does not discriminate on the basis of age, race, gender, gender identity or sexual orientation, color, disability, marital status, religion, ethnic or national origin. The college is committed to a policy that all qualified persons shall have access to its program and facilities. Any person having concerns with respect to rights under Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1992, Title VI of Civil Rights Act of 1964 and Age Discrimination Act of 1975, or Title IX of the Education Amendments of 1972 should contact the Coordinator of student support/section 504 Coordinator, by telephone, 417-269-3225; by e-mail at studentservices@coxcollege.edu; or by mail at 1423 North Jefferson Avenue, Springfield, MO 65802, Attn: Coordinator of student support .

If you have questions about reasonable accommodations; the existence and location of services, activities, and facilities that are accessible to and usable by persons with disabilities; or need other information as required by the Section 504 regulation at 34 C.F.R. § 104.22(f), please contact the Coordinator of student support, Cox College, 1423 N. Jefferson Ave., Springfield, MO 65802 or call 414-269-3225 regarding this information.

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.

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, 30 N. LaSalle Street, Suite 2400, Chicago, IL 60602-2504, 800-621-7440. https://www.hlcommission.org/

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

The Missouri State Board of Nursing (MSBN) 3605 Missouri Blvd, PO Box 656, Jefferson City, MO 65102-0656, 573-751-0681, http://pr.mo.gov has granted full approval for both the Associate and Bachelor of Science in Nursing degree programs. The Associate of Science in Nursing degree program at Cox College is accredited by the Accreditation Commission for Education in Nursing (ACEN), 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326, 404-975-5000, www.acenursing.org (*previously National League for Nursing Accrediting Commission*) The Bachelor of Science in Nursing degree at Cox College is accredited by the Commission on Collegiate Nursing Education (CCNE), One Dupont Circle, NW, Suite 530, Washington DC 20036, 202-887-6791. The Master of Science in Nursing degree at Cox College is accredited by the Commission on Collegiate Nursing Education (CCNE) (http://www.aacn.nche.edu/ccne-accreditation).

The Associate of Science in Radiography (ASR) program has been programmatically reviewed and approved for accreditation by the Joint Review Committee on Education in Radiologic Technology (JRCERT) 20 N. Wacker Drive, Suite 2850, Chicago, IL 60606-3182, 312-704-5300, mail@jrcert.org

The Diagnostic Medical Sonography and Diagnostic Medical Sonography-Echo Extension program has been programmatically reviewed and approved by the Joint Review Committee on Education in Diagnostic Medical Sonography (JRC-DMS) 6021 University Boulevard, Suite 500, Ellicott City, MD 21043, 443-973-5251, jrcdms@intersocietal.org, in general, vascular and cardiovascular and accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) 1361 Park Street, Clearwater, FL 33756, 727-210-2350, mail@caahep.org in general, vascular and cardiovascular.

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

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

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

The Nurse Assistant course is approved by the Missouri Department of Health and Senior Services, PO Box 570, Jefferson City, MO 65102-0570, 573-751-6400, www.dhss.mo.gov

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.

Programs offered by the Interprofessional Simulation and Education Center provide the following credits:

- CoxHealth Education Center is approved by the Continuing Education Board of the American Speech-Language-Hearing Association (ASHA) to provide continuing education activities in speech-language pathology and audiology.
- CoxHealth-Educational Services is recognized by the Board of Certification, Inc. to offer continuing education for Certified Athletic Trainers.
- Cox College Interprofessional Simulation and Education Center is an approved provider of continuing nursing education by the Missouri Nurses Association, an accredited approver by the American Nurses Credentialing Center's Commission on Accreditation.
- CoxHealth is a contracted American Heart Association (AHA) provider of AHA instructor and provider programs.

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

Accreditation Commission for Education in Nursing (ACEN) (*previously National League for Nursing Accrediting Commission)*
American Association of Colleges of Nursing (AACN)
American Association of Collegiate Registrars and Admissions Officers
American Council on Education (ACE)
American Health Sciences Education Consortium (AHSEC)
American Society of Radiologic Technologists (ASRT)
Association of Educators in Imaging and Radiologic Sciences
Association of Governing Boards of Universities and Colleges
Association of Veterans Education Certifying Officials
Council of Higher Education Accreditation (CHEA)
Council of Independent Colleges (CIC)
Health Physics Society (HPS)
Medical Library Association
Midwest Association of Student Financial Aid Administrators
Missouri Association of Colleges of Nursing
Missouri Association of Collegiate Registrars and Admissions Officers
Missouri Association of Student Financial Aid Personnel
Missouri Council of Associate Degree Nursing Programs
Missouri League for Nursing
Missouri Nurses Association (MONA)
Missouri Society of Radiologic Technologists (MoSRT)
Missouri Vocational Association
National Association for College Admissions Counselors
National Association of Student Financial Administrators
National League for Nursing
Society of Diagnostic Medical Sonography
Southwest Missouri Nursing Education Consortium

Directory for Cox College

Receptionist – Main Lobby ……417-269-3401
Toll Free……...1-866-898-5355
Fax……...417-269-3586

Academic Resource Center (ARC) 417-269-3225
Administration Office, Executive Secretary 417-269-3402
Admissions Counselor/Recruiter……417-269-3069/ 3038
Bookstore 417-269-3508
Bursar 417-269-3440
Clinical Outreach Coordinator 417-269-8376
College Support Coordinator 417-269-3874
Dean, Interprofessional Education and Research 417-269-8316
Dean, General Education and Student Advancement 417-269-3469
Director of Admissions 417-269-3083
Director of Financial Aid 417-269-3045
Director of Healthcare Education and Outreach…..…… ….417-269-4150
Director of Information Technology 417-269-3468
Director of Library Services 417-269-3460
Director of Professional Advancement……..…… ...417-269-7134
Director of Simulation…… ..……417-269-8524
Coordinator of Student Support 417-269-3225
Executive Director, Communications and Development..... 417-269-3873
Faculty Support Specialist 417-269-3812
Financial Aid Office 417-269-3160
General Education Specialist 417-269-3081
Graduate Programs..... 417-269-8316
Interprofessional Simulation & Education Center.. ...……417-269-4117
Library..... 417-269-3460
President, Office of the 417-269-3667
Registrar 417-269-3856
Registration Office 417-269-8374
RN to BSN Advisor 417-269-8481
Security
- Cox North 417-269-3715
- Cox South 417-269-6120

Simulation Center 417-269-8557
Staff Accountant…… 417-269-8910
Technology Support 417-269-3854
Undergraduate Programs 417-269-8316
Vice President of Academic Affairs 417-269-3406
Vice President of Business and Finance…… 417-269-3473
Vice President of College Services 417-269-8423

Mission, Vision, Core Values and Goals of Cox College

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

Vision
Cox College: Leaders in health care education

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

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

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

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

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

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

Notices

Compliance with Americans with Disabilities Act Standards

All students with verified disabilities must provide to the Coordinator of student support /section 504 Coordinator (1423 N. Jefferson Ave., Springfield, MO 65802; phone number 417-269-3225) verification of and required accommodations for their disability upon admission to the college. Students who suspect they might have a disability should contact the Coordinator of student support for assistance. The college will allow for implementation of reasonable and appropriate accommodations necessary for participation in the college's programs.

Background check and drug screening.

Students of Cox College are subject to a background check and drug screening before admission to any certificate or degree program. Positive results on the drug screening may result in a student's acceptance into the program being denied or rescinded. Results remain confidential.

Students that have already undergone a background check for current employment with CoxHealth or Cox College will be subject to a pre-enrollment drug screening prior to acceptance to any certificate or degree program. Positive results on the drug screening may result in a student's acceptance into the program being denied or rescinded. Results remain confidential.

Drug-Free Schools

Students of Cox College are subject to the Drug-Free Schools policy. 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 of drugs or alcohol will be removed from the college or clinical environment, placed on temporary suspension and evaluated, which will include drug testing. A copy of this policy is provided to all students during college orientation. Additional copies are available in the Academic Resource Center (ARC).

Family Educational Rights and Privacy Act (FERPA) Directory Information

In compliance with Public Law 93-380, Family Educational Rights and Privacy Act of 1974 (FERPA) as amended, Cox College will disclose information which would not be generally considered harmful or an invasion of privacy if disclosed. 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.

In accordance with this federal law, the institution has adopted policies and procedures governing the confidentiality of student educational records. No individual shall have access to, nor will the institution disclose any information from a student's educational record without the prior written consent of the student or as otherwise authorized by FERPA. Permitted exceptions under the law include disclosures to college personnel who have a legitimate educational interest; officials of other institutions in which a student seeks enrollment; representatives of agencies or organizations from which a student has received financial aid; and certain federal and state officials. 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.

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

Harassment Policy
Cox College is committed to creating and maintaining an atmosphere in which all individuals can work and learn free of all forms of harassment, exploitation or intimidation. Cox College will not tolerate harassment of students or employees by anyone. Harassment consists of unwelcome conduct, whether verbal, physical or visual, that is based on a person's protected status such as sex, color, race, ancestry, religion, national origin, age, physical disability, medical condition, veteran status, citizenship status or other protected group status. Cox College will not tolerate harassing conduct that creates an intimidating, hostile or offensive environment. The complete policy is available in the Appendix C.

Non-Discrimination Policy

Cox College does not discriminate on the basis of age, race, gender, gender identity or sexual orientation, color, disability, marital status, race, religion, ethnic or national origin. Any person having concerns with respect to rights; questions about reasonable accommodations; the existence and location of services, activities, and facilities that are accessible to and usable by persons with disabilities; or needs other information should contact the Coordinator of student support /section 504 Coordinator by calling 417-269-3225 or by mail at Cox College, Attn: Coordinator of Student Support, 1423 N. Jefferson Avenue, Springfield, MO 65802.

Notification of Rights Regarding Education Records
FERPA affords students certain rights with respect to their education records. These are:

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

Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act of 1990 (Clery Act)
In compliance with Title II of Public Law 101-542 of the Federal Student Right to Know and Campus Security Act of 1990, now known as the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act of 1990 or Clery Act, and the Violence Against Women Act of 2013, the Security office of CoxHealth collects relevant crime statistics and establishes appropriate security policies. The Security office revises and makes available these statistics annually. In addition, the statistics are published on the college Web site. This information is distributed to all enrolled students and employees and is made available to all prospective students and all new employees. Additional information is provided to students on crime prevention, drug/alcohol abuse education and awareness and prevention of sex offenses.

Information related to these programs and counseling services is provided through the Academic Resource Center and the Coordinator of student support.

Health Awareness

- Signed compliance of CoxHealth Blood/Body Fluid Exposure Policy which is available in the Appendix.
- Cox College will follow the recommendations of CoxHealth regarding mandatory annual flu vaccines.

Tobacco-Free Facilities

The college facilities, as well as CoxHealth buildings, grounds and parking lots are tobacco free. The CoxHealth policy states that tobacco use will not be permitted in or within 500 feet of the hospital and its facilities. Employees/students may not smoke or use tobacco in any form while wearing their CoxHealth photo ID badge or in CoxHealth issued uniforms, scrubs or other clothing provided by CoxHealth whether at work or off duty. Employees/students may not smoke in their vehicles while on campus. Employees/students with an offensive smoke odor on or in their clothing may be asked to change into a set of hospital issued scrubs or sent home on their own time to change clothes. Failure to comply may result in the application of formal sanctions. Contact the Coordinator of student support at 417-269-3225 for more information.

Academic Programs

Certificates Offered

Cox College awards certificates Medical Billing/Coding.

Degrees Offered

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

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

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

The BSDI is designed to educate students in an imaging or professional specialty while also providing a bachelor's degree. The BSDI offers an Interprofessional Leadership (IPL) emphasis and six specialty credentialing pathways – Computed Tomography (CTI), Diagnostic Medical

Sonography (DMS), DMS-Echocardiography (ECH), Interventional Radiography (IRI), Magnetic Resonance Imaging (MRI), Mammography (MAM). The BSDI degree has four enrollment options to accommodate individuals from varying educational experiences. These

tracks include: 1) BSDI entry-level track for incoming freshman students, 2) BSDI specialty track for those students registered in Radiography or another primary imaging modality, 3) BSDI completion track for those students registered in Radiography or a primary modality AND a specialty (secondary) imaging modality, and 4) Credentialing pathways for students wanting to specialize in a specialty imaging modality.

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

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

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

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

Buildings and Facilities

Computer Laboratories

Three computer laboratories provide networked workstations. Workstations provide Microsoft Office for word processing, spreadsheets and databases, e-mail access, Internet access, multimedia presentations and a variety of computer-assisted instructional materials. Students have access to a computer laboratory on the third floor and two computer laboratories on the second floor of the college.

Libraries

The CoxHealth Libraries, a cooperative service, provide information resources for the college. The primary library serving the college is located at Cox North. The Libraries' Web page, http://www.coxhealth.com/libraries, is accessible directly from the Cox College Web site. This Web page provides access to the CoxHealth online card catalog of books and journals, EBSCO and Ovid (literature databases), Web links, and additional library information. Materials not available in the library collection are retrieved through a variety of interlibrary loan and cooperative agreements.

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

Testing Services
Testing Services provides free test proctoring to students, faculty/staff, and CoxHealth employees. Test proctoring is also available to the community for a small fee. The testing center is located in room 306 on the 3rd floor. Accommodated testing is available Mon-Fri from 7:30am – 11:00am. Testing for other exams including HESI, ACE, TEAS, and make-up exams is available during scheduled times. Contact TestingServices@coxcollege.edu to arrange a proctored exam.

Writing Center
The Writing Center is located behind the Academic Resource Center (ARC) in Terrace. The writing center is available to Cox College students in person and through email. Hours are based on tutor availability. Papers can be emailed to WritingCenter@coxcollege.edu for electronic review. Please allow 3 business days for turnaround time. Contact the academic resource center at 417-269-3225 for more information.

Students may submit their papers to NetTutor® (through the student portal) for general and/or APA review. A full paper review should be requested. If further help is required, contact the WritingCenter@coxcollege.edu

Student Services

Activities, programs and services are designed to support students in their academic endeavors and to facilitate personal and professional development. Students are encouraged to participate in campus activities.

Academic Resource Center (ARC)
The Academic Resource Center (ARC) at Cox College provides support for students in academics, personal, career, and social development. The ARC aids students in developing transition-to-college foundations such as study skills, note taking tips, test taking strategies, time management skills, learning styles assessments and relaxation techniques, as well as providing guidance in dealing with stress, anxiety and personal concerns.

The ARC is located on the 2nd floor Terrace of the college. The ARC will be open from 7:30 a.m. - 6:30 p.m. Monday – Thursday and from 7:30 a.m. – 4:00 p.m. Friday. Extended hours are available based on tutor availability. At the ARC, students and faculty will find much information such as, *Early Intervention* forms, *Request for Disability Accommodation* forms, work-study job descriptions, insurance information, academic handouts, career services, common reader book check-out and information about Student Ambassadors. Suggestion boxes for student input are located in the 1st floor stairwell by the elevator and outside the SGA office (room 400). The ARC also has specialized software on its computers for math/algebra resources, nursing resources and APA formatting.

Cox College offers an Early Warning/Early Intervention program in both the fall and spring semesters, occurring during the first five to eight weeks of classes. Utilizing a proactive format, called faculty referral, students are provided additional opportunities and resources for success. For a complete listing of those services, please contact the ARC.

The Store
Supplies, food and beverages may be purchased at the bookstore located on the first floor of the college. An ATM is available outside the Store. Clothing and other items are also available. Bookstore hours will be posted at the beginning of each semester. Please check with the bookstore for extended business hours during school year. Textbooks are available for student purchase through the online bookstore at http://direct.mbsbooks.com/coxcollege.htm.

Communication
All students are assigned coxcollege.edu e-mail accounts which require activation before classes begin. Communications vital to students are frequently delivered via e-mail by faculty and administration. Students are encouraged to check their e-mail accounts daily and delete unnecessary messages. Students are given 150mb of e-mail storage. When this limit is exceeded, sending e-mails will be prohibited. Student accounts reaching 90 days of inactivity will be deactivated.

Counseling
Students are encouraged to seek counseling help when experiencing signs of distress or if there are any issues they desire to discuss in a confidential setting. The ARC has a list of community resources available to college personnel and students. Please call the ARC for more information at 417-269-3225.

Child Care
Cox Learning Center will provide care for children of students on a space-available basis. The center is open seven days a week, 6:00 a.m. to midnight, for children ages six weeks through 12 years. A fee is charged.

Employment Opportunities
Information concerning employment opportunities for students and graduates of Cox College are posted on the bulletin boards located on the 2nd floor hallway of the college. Additional career services are available through the ARC.

Food Service
Students may purchase meals at a discount in the Cox North and South cafeterias by showing their CoxHealth photo ID badge, and in addition, there are microwaves at the cafeterias for student use. Microwaves and refrigerators are also available in student lounges on both the second and third floors, and in the ARC. A new small student lounge is located at the entrance of the Terraces. Vending machines are located on the lower level of the college.

Health Services
The Emergency Departments at Cox North and South are available to provide services to students in need of emergency health care. Non-emergencies are referred to Urgent Care at either Cox North or Cox South-Turner Building. Students assume the total cost of their health care and are encouraged to have health insurance. Health insurance information for students is located at the ARC.

Lactation Room
Cox College offers students or employees the use of two lactation rooms, located in room 221 (on the second floor) and room K424 (on the fourth floor). Room furnishings include a sink, a microwave, and a small refrigerator. Additionally, four lockers are available for storage. Locker users will need to supply their own locks, and locks do not have to be removed daily; however, locks will be removed at the end of each semester. Please contact the ARC (269-3225) with any issues relating to the lactation room.

Orientation to Cox College
An orientation to Cox College is held for new students at the beginning of fall and spring semester. The purpose of orientation is to acquaint students with the Cox College mission, core values, programs, facilities and available services. Attendance is highly encouraged for all new students. In addition, orientation for specific programs may be required.

Recreation
The fitness center fee charged to Cox College students allows for access to the Cox North Fitness Center. If students are interested in joining other fitness centers such as the Meyer center, or the CoxHealth fitness center in Republic, contact the fitness centers for additional information. College students may join these centers for a nominal fee which includes a required orientation to the facilities and a 3-month or 6-month membership. Those wishing to add a family membership will be charged according to the CoxHealth employee rate schedule.

Religious Life
Cox College is nonsectarian and respects the religious beliefs of members of the college community. A synagogue, churches of many denominations and other places of worship are located in Springfield, several within walking distance of the college. Chaplains of CoxHealth are available at 417-269-6116 and chapels are located at both Cox North and Cox South.

Transportation
Students are responsible for providing their own transportation to all class and laboratory experiences. Adequate off-street parking is available at Cox College and laboratory facilities. Parking permits are required for parking at the college, Cox South and Drury University campuses.

Tutoring

Cox College uses both face-to-face tutors and an online tutoring service for students who are in need of academic assistance. Free face-to-face tutoring takes place in the Academic Resource Center (ARC). Schedules are based on tutor availability and can be found outside the ARC and as a public calendar through webmail.

NetTutor® is accessible from within Canvas Courses. NetTutor® offers assistance in all classes and subject matter, and it also provides a writing center, the Cox College Online Writing Lab. From there, the student will click Paper Center to submit papers. This area is designed for students who need help with student papers and/or APA-style formatting. . Students should request a full-paper review. Turnaround time is usually within 48 hours or less. Students are encouraged to utilize this valuable resource. Please contact the Coordinator of student support or the ARC for more information. Cox College students have access to the Drury University math tutoring lab which is located in Pearsons Hall room 24. It is open Tuesdays and Wednesdays 3:30-5 p.m. and 8-9:30 p.m. when classes are in session.

Private tutors are available for hire. Contact the ARC to obtain a copy of the private tutor list

Services for Students with Disabilities

Cox College is committed to facilitating learning for all students. The college complies with the Americans with Disabilities Act and supports the provision of reasonable and appropriate accommodations in order to foster student success. The American Disabilities Act is available in Appendix A of this catalog.

If you have questions about reasonable accommodations; the existence and location of services, activities, and facilities that are accessible to and usable by persons with disabilities; or need other information as required by the Section 504 regulation at 34 C.F.R. § 104.22(f), please contact the Coordinator of student support, Cox College, 1423 N. Jefferson Ave., Springfield, MO 65802, or call 417-269-3225 regarding this information.

Student Organizations

Purpose of Student Organizations

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

Student Government Association (SGA) – college fee assessed
Radiologic Sciences Student Association (RSSA)
Student Nursing Association (SNA)
Student Occupational Therapy Association (SOTA)
Student Ambassadors
Other leadership opportunities are available throughout the academic year

Cox College encourages students to take ownership of their interests and start a student organization in order to stand out in the crowd and be a leader. Employers look for qualified candidates who possess skills developed while participating in student organizations. These skills will help you rise to the top academically, personally and professionally.

Benefits of Student Organizations

Approved organizations receive many college benefits, including:

Use of wide screen TV for announcements/advertisements
Use of college bulletin boards for announcements/advertisements
Use of college rooms for meetings and social functions
Association with the college newsletter, Areté
Permission to post an organization on the Cox College web site
Publication in the Cox College academic calendar
Opportunities to host fundraising events
Permission to participate in new student orientation
Permission to use "Cox College" as part of the organization name
Advising from a Cox College faculty or staff member

Cox College Admissions

Admissions Department

The Admissions office is the gateway to accessing college programs. All prospective students are strongly encouraged to visit with one of the admissions counselors of Cox College Prospective students may call 417-269-3038 or 417-269-3069 to make an appointment with an admissions counselor.

Early application to Cox College is encouraged. An application may be obtained online, in person at the college, or by calling 417-269-3401 and requesting an application. Applicants will be notified of their admission status after all documentation required for admission has been received.

For more information, please contact the Cox College Admissions office (417-269-3401). The Admissions office is open Monday through Friday, 8:00 a.m. to 5:00 p.m. The mailing address is:

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

Cox College Admission Standards

Regular Admission – First Time Undergraduate Student

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

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

Regular Admission – Transfer Student

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

If the applicant does not meet the above admission standards, he/she will be required to take and pass the Test of Essential Academic Skills (TEAS) examination. An applicant may take the TEAS examination two times. The applicant must schedule the TEAS examination through the Academic Resource Center (ARC). In order to take the TEAS exam, a fee is charged to the applicant.

Provisional Admission
Applicants scoring between the 60th and 69.9th percentile on the TEAS Adjusted Individual Score will be offered provisional admission to the college. Provisional admission requires the applicant to take and pass 12 hours of general studies at Cox College and have a cumulative GPA of 2.5 or higher in the 12 hours. The 12 hours must be completed within two semesters. Foundations of Science, Beginning Algebra, Fundamentals of English and Promoting Learning and Ultimate Success (CCPL 100) must be a part of the 12 hours.

Admission Procedure to Cox College

1. Submit a completed Cox College application.
2. Submit a nonrefundable application fee of $ 50.00.
3. Submit an official copy of your high school transcript or GED certificate.
4. Submit official transcripts from all accredited post-secondary institutions attended.

*A student's Cox College application is valid for one year if the student does not enroll in courses at Cox College. If the student wishes to reapply they will need to resubmit the Cox College application along with the $50.00 application fee.

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

Proficiency may be met by one of the following:

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

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

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

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

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

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

In accordance with Cox College and programmatic learning outcomes, graduate students demonstrating difficulty in professional writing skills will be referred to the writing laboratory.

Failure to take advantage of writing support services may jeopardize the student's ability to meet academic performance requirements.

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

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

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

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

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

Requirements Prior to the First Program-Specific Course
The following requirements must be completed before beginning program-specific courses (unless otherwise noted in the specific program).

A. Immunization Requirements:

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

B. Additional Requirements for program admissions:

- Negative drug screen
- Clear background check
- Acceptance of functional abilities requirements (provided by the Admissions office)
- Signed compliance of CoxHealth Blood/Body Fluid Exposure policy
- Completion of the American Heart Association (AHA) Basic Life Support (BLS) for Healthcare Providers course or equivalent which is limited to the Military Training Network or the Heart and Stroke Foundation of Canada. No other life support programs will be accepted as equivalents. This training must be obtained prior to enrollment

- Uniform information obtained and uniforms ordered
- Current unrestricted RN licensure in state of clinical practice (RN to BSN and MSN students only)
- Current unrestricted ARRT licensure or specialty certification in state of clinical practice (BSDI students only)

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

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

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

Prior to enrollment in program-specific courses, the student must have successfully completed the AHA BLS for Healthcare Provider course. It is the responsibility of the student enrolled at Cox College to maintain certification in lifesaving techniques at the health care provider level, as designated by the American Heart Association. For additional information, contact the Admissions department or refer to the Life Support section of the Cox College Web site.

Re-Enrollment to Cox College

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

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

To re-enroll, the student must:

1. Submit a completed Cox College application.
2. Submit a non refundable re-enrollment fee of $50.00
3. Submit official transcripts from all accredited post-secondary institutions attended since withdrawing from Cox College.
4. A personal interview may be required.

Re-Admission to Programs

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

Re-Enrollment to Cox College, Cox College Graduate

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

Transfer of Credit

General Education Transfer Credits

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

- Official transcripts from each college/ university previously attended
- Proof of high school completion (if less than 24 college hours earned)

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

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

Program Specific Transfer Credits

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

- Complete the Cox College Admissions Process
    - Complete the Cox College Application
    - Submit the $ 50.00 application fee
    - Submit all college transcripts
- Submit program specific application
- Submit the course syllabi for each course being transferred for review and approval
- Complete and sign the *Transfer Clearance* form
- Submit a letter requesting the specific courses for transfer and from which institution
- Pay $ 50.00 transcript evaluation fee per course transferred

Transfer of Credit

Program Name	General Education Transfer Credits	Program Specific Transfer Credits
ASMA Associate of Science in Medical Assisting	Up to 11 credits	Evaluates Each Request See program specific transfer credits, pg 19.
ASN Associate of Science in Nursing	Up to 50 credit hours for both general education and program. Core science transfer courses (Anatomy, Physiology, Nutrition and Microbiology) must have been completed no later than 5 years prior to matriculation. The average cumulative GPA in core science course work must be 2.5 or higher.	Evaluates Each Request See program specific transfer credits, pg 19 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	Up to 25 credit hours for required general education. The average GPA for required general education must be at a 3.00 or higher Core science transfer courses (Anatomy and Physiology) must have been completed no later than 5 years prior to matriculation.	Evaluates Each Request
BSDI Bachelor of Science in Diagnostic Imaging	Up to 12 credits	Evaluates Each Request
BSN Bachelor of Science in Nursing	Up to 98 credit hours for both general education and program. Core science transfer courses (Anatomy, Physiology, Nutrition and Microbiology) must have been completed no later than 5 years prior to matriculation. The average cumulative GPA in core science course work must be 2.5 or higher	The last two semesters of clinical nursing course work must be completed at Cox College with a minimum of 30 credit hours earned at Cox College. Evaluates Each Request
MDCO Medical Billing and Coding	Not Applicable	Evaluates Each Request
MND/DI Master of Science in Nutrition Diagnostics/Dietetic Internship	Not Applicable	Only courses eligible for consideration are courses equivalent to Cox College's MND523 and MND/MSN 525 Transfer credits must be at a B or higher
MSN Master of Science in Nursing	Not Applicable	Up to 9 credits. Transfer credits must be at a B or higher. Evaluates Each Request
MSOT Master of Science in Occupational Therapy	Not applicable	Up to six credits Evaluates Each Request

Guaranteed Acceptance Program (GAP)
Associate of Science in Nursing (ASN) Program

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

General Education Course for ASN Program

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

Guaranteed Acceptance Program (GAP)
Bachelor of Science in Nursing Entry (BSN-E) Program

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

General Education Courses for the BSN-E Program

BIOL 205	Human Anatomy – core science course
BIOL 206	Human Physiology – core science course
BIOL 208	Microbiology – core science course
BIOL 302	Principles of Human Nutrition – core science course
BIOL 382	Pathophysiology
CHEM 103	Fundamentals of Chemistry
ENGL 150	English Composition
ENGL 207	Expository Writing
GOVT 101	Government & Politics in the United States
HUMN 150	Humanities Elective
MATH 100	Intermediate Algebra
MATH 227	Introduction to Statistics
NRSI 200	Introduction to Professional Nursing
PHIL 201	Introduction to Philosophy
PSYC 101	Introduction to Psychology
PSYC 230	Life-span Development
SOCI 101	Introduction to Sociology
SOCI 304	Global Awareness & Cultural Diversity

Academic Policies and Procedures

Academic Year

The academic year is divided into two 16-week semesters and one 8-week summer session. The fall semester begins the academic year and starts in August and ends early to mid-December. The spring semester begins in January and ends in May. The summer session begins in June and ends in August. The current academic calendar is posted on the college web site and in the Student Portal.

Adding a Course

Students wishing to add course must complete the *Change of Schedule* form available in the Registration office. After completing the form the student must obtain the signature of their advisor and return the form to the Registration office within the appropriate add period. Refer to the academic calendar for these dates.

Advisement

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

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

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

Credit by Examination

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

Challenge Examinations

The vice president of academic affairs (VPAA) will determine which courses may receive credit through a challenge examination.

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

Course Delivery Modalities

Seated – a course in which instruction occurs in a face-to-face environment and may include technology enhancements. Use of technology, such as a learning management system (LMS) does not significantly reduce the time of face-to-face.
Online – with rare exception, a course in which instruction occurs exclusively in an online learning environment through a learning management system (LMS).
Hybrid – a course in which instruction occurs in both face-to-face and online environments.

Dean's List

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

Disciplinary Probation

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

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

Dismissal

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

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

Experiential Learning

If seeking academic credit for experiential learning, contact the assigned academic advisor a minimum of two semesters prior to the beginning of the course so timelines and requirements may be met.

Grade Reports

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

Cox College Grading Scale

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

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

Grades

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

Grade	Honor Points
A	4.0
B	3.0
C	2.0
D*	1.0
F	0.0
P	Passing

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

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

Graduation Honors

Official graduation honors 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

Complaint Resolution and Grade Appeal Procedure

Cox College has developed a procedure for resolution of academic and non-academic complaints/grievance. The *Complaint Resolution and Grade Appeal Procedure* is detailed on page 200.

Incomplete Course Grades

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

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

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

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

*Refer to the College Catalog for program specific course incomplete details.

Leave of Absence (from the department and college)

A one-semester Leave of Absence (LOA) from the department and college may be approved by the department chair and vice president of academic affair for students accepted into a college program. Students should confer with their academic advisor and complete the *Request for Leave of Absence form*, accessible through the student and faculty portals. Failure to register for the semester immediately following the LOA will be considered a withdrawal from Cox College. A college and a program application will be required for re-admission. Students can request only one Leave of Absence from Cox College. Only students accepted into a college program are eligible to request a leave of absence.

Military Leave of Absence (MLOA)

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

Repeating a Course

Cox College allows students to repeat a course to improve their academic standing. Students should refer to the *repeating a course guidelines* outlined by their program.

Student Classification
Students are classified by earned credit hours.

Undergraduate

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

Graduate

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

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

Undergraduate
Fulltime: Students enrolled in at least 12 credit hours in a semester or summer session;
Three-quarter Time: Students enrolled in 9-11 credit hours in a semester or summer session;
Half-Time: Students enrolled in 6-8 credit hours in a semester or summer session;
Part-Time: Students enrolled in less than 1-5 credit hours during a semester or summer session.

Graduate
Fulltime: Students enrolled in at least 9 credit hours in a semester (fall and spring).;
Half-Time: Students enrolled in 5-8 credit hours in a semester (fall and spring);
Part-Time: Students enrolled in 1-4 hours in a semester (fall and spring);
Summer Session
Fulltime: Students enrolled in 6 credit hours;
Half-time: Students enrolled in 3-5 credit hours;
Part time: Students enrolled in 1-2 credit hours.

Audit
Auditing is defined as a course for interest or development of skills without the intention of seeking credit or a grade. Audited courses do not fulfill degree requirements and laboratory hours of department-specific courses may not be audited. Permission to audit a course will be granted by the department chair, on a space-available basis.

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

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

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

Academic Probation/Suspension

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

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

Re-admission:

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

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

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

Student Success

Cox College Promotes Learning (CCPL)

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

Attendance

Success in the educational process depends to a large extent on regular attendance. Students are expected to attend all classes and laboratory sessions. When circumstances prevent attendance, the student is responsible for notifying faculty and making arrangements for completing missed work. Faculty may withdraw a student from a class and assign a Withdraw Failing (WF) grade due to excessive absences.

Excessive Absences

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

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

Transcripts of Academic Records

Official Transcripts are issued through the Office of the Registrar. Transcripts can be obtained upon written request. The transcript request fee is $15.00. A transcript will not be issued if there are outstanding financial obligations to the college. Cox College issues one free transcript for each student upon graduation. Transcripts required for initial licensure for nursing graduates will be provided free of charge upon written request.

In order to maintain confidential student records, Cox College issues official transcripts only upon written authorization from the student. The written request must include the following:

Name (at time of attendance); Birthdate or last four digits of social security number; Year of graduation; Degree, if earned; Signature; Credit card number, expiration date; Mailing address for transcript delivery

Transcripts may be ordered online through the Cox College website, requested in person or a faxed request to 417-269-3581, or mailed to: Cox College, Registrar's Office, 1423 N. Jefferson Ave., Springfield, MO 65802.

Transfer Credits

General Education Transfer Credits

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

- Official transcripts from each college/ university previously attended
- Proof of high school completion (if less than 24 college hours earned)

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

- Credit for courses equivalent to those at Cox College with a grade of "C" or higher may be transferred based on program prerequisites
- Transfer credits from semester based colleges or universities will be transferred at credit value
- Transfer credit from quarter based colleges or universities will be accepted at two-thirds of the face value (1 credit hour is equal to .66)
- Transfer credits are included in the earned hours to meet graduation requirements for a degree program at Cox College. Credits by examination and/or validation, with the exception of math proficiency, are included in the cumulative credit hours to meet graduation requirements

Program Specific Transfer Credits

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

- Complete the Cox College Admissions Process
    - Complete the Cox College Application
    - Submit the $ 50.00 application fee
    - Submit all college transcripts
- Submit program specific application
- Submit the course syllabi for each course being transferred for review and approval
- Complete and sign the *Transfer Clearance* form

- Submit a letter requesting the specific courses for transfer and from which institution
- Pay $ 50.00 transcript evaluation fee per course transferred

Withdrawal from Cox College or the Semester:
A student wishing to withdraw from the college or the semester is required to complete the *Withdrawal* form available from the Registrar's Office, the college and the student portal. The student meets with their advisor or dean, VA Certifying Official if receiving benefits, Financial Aid, the Bursar, and signs off on the form the date the student is withdrawing from the college or semester. The withdrawal is finalized in the Registrar's Office after which a notice is sent to concerned offices.

Not attending classes does not withdraw a student from school. The student is responsible for all charges accrued during the semester.

Withdrawing ("dropping") from a Course
A student wishing to withdraw/drop from a course is required to complete a *Change in Schedule* form. This form is then submitted to the Registration office. Appropriate dates to drop a course and withdraw from a course prior to or during the semester are noted in the academic calendar, which accessible through the Cox College website and student portal.

BURSAR

Tuition and Fees

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

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

Financial Arrangements

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

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

Cox College works in cooperation with Nelnet Business Solutions (NBS) to offer an interest-free monthly payment plan to our students. Students who prefer to make monthly payments can sign up with Nelnet Business Solutions for the Automatic Payment Plan during the scheduled enrollment period. For more information regarding this payment option please visit https://www.nbspayments.com/signin/4JM8P or contact the Bursar at 417-269-3440.

Financial Obligation Policy

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

Refund Policy for Drops and Withdrawals

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

If a student wishes to withdraw from a course he/she must obtain and fill out an official *Change of Schedule* form with their faculty or general education advisor. **(See Change of Schedule for details.)** The date the Registration office receives the completed *Change of Schedule* form is the date used to calculate the amount of refund/credit, if applicable.

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

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

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

Billing Appeals Process

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

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

FINANCIAL AID

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.

Application for federal financial aid is made by completing the Free Application for Federal Student Aid (FAFSA). Priority is given to applications processed by April 1st. The application with updated information is available online at www.FAFSA.gov after January 1st for the 2016-2017. The 2017-2018 FASFA will be available beginning October1, 2016. Eligibility for federal financial aid is set forth by the US Department of Education.

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

Undergraduate

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

Graduate

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

Sources of Financial Aid
Cox College participates in the following financial aid programs:

Federal Programs
Federal Pell Grant
Federal Supplemental Educational Opportunity Grant (FSEOG)
Federal Work Study

Federal Direct Loan Programs
Subsidized Stafford Loan
Unsubsidized Stafford Loan
Parent PLUS Loan for Undergraduate Dependent Students
Graduate PLUS Loan

State Programs
Missouri Academic Scholarship (Bright Flight)
Missouri Access Grant
Marquerite Ross Barnett Memorial

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

- Need-based scholarships are determined by information submitted on the FAFSA.
- Academic scholarships are determined by cumulative grade point average (GPA).
- Cox Auxiliary scholarship
- CoxHealth Foundation scholarships are awarded annually and require a written essay and letter of reference.

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

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

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

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

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

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

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

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 within the refund period, 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 Bursar Info (FAQ)

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

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

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

Student Financial Aid Appeal Process
Students who have been denied financial aid for failing to meet academic progress standards have the right to appeal their situation to the Financial Aid Appeals Committee. Situations that may warrant an appeal are injury or illness of the student, the death of a relative, or other special 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 maybe found on the Cox College website, under financial aid and Bursar Info.

Student Financial Aid Reinstatement Process
Financial aid may be reinstated when the following condition has been met:

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

Automatic Termination of Financial Aid
The following situations may necessitate 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 a Cox College emergency loan or failure to repay a grant overpayment or other financial obligation to Cox College
- Failure to meet satisfactory academic progress standards

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

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

General Education

Philosophy of General Education

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

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

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

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

Undergraduate Studies

Undergraduate Studies offers five degree options:

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

Cox College also awards certificates in:

- Medical Billing/Coding

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

Nursing Programs

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 innovation approaches to advance the practice of nursing.

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

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

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

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

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

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

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

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

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

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

Baccalaureate degree education in nursing prepares practitioners capable of decision making in the care of individuals, families, groups and communities with complex interactions of nursing diagnoses. Baccalaureate nurses are prepared to function in structured and unstructured settings that may or may not have established policies, procedures and protocols. In addition, graduates are prepared to assume leadership roles in the provision of health care. Graduates of baccalaureate education critically integrate research findings to provide and/or improve nursing care. (Revised 10/2011)

ACADEMIC POLICIES

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

Prerequisite and Co-requisite Requirements

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

Repeating a Nursing Course

Only ***one*** nursing course in the nursing degree program may be repeated. A student will be dismissed from the nursing program if a percentage grade of 75% or below is received in two courses. If a student does not meet progression requirements in any nursing course, that student can repeat the course only **once**. Please note the Undergraduate Nursing Department your *percentage grade*, not your letter grade in determining progression. Enrollment in the repeated course will be on a **space-available basis**. The student's GPA will reflect the grade received when the course is repeated. If a student withdraws prior to the last day to drop without receiving a grade, then that withdrawal is not counted as a repeat of the course.

A student who withdraws or does not achieve progression requirements in any co-requisite course will NOT be allowed to progress to the next nursing course until the co-requisite requirement is successfully completed. If withdrawal of a co-requisite 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.

Students who fall out of progression and who do not register the following semester for a nursing clinical course are responsible for scheduling to review and practice clinical skills, dosage calculation competency and other required items (such as Cerner, eMar) prior to enrollment in the next clinical course.

Requirements for Progression

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

- Please note, the Undergraduate Nursing Department uses your ***percentage score,*** not your letter grade in determining progression. For example, Any student who achieves a cumulative average of 75% or less on course examinations will not be allowed to progress to the next course and will have a "C" "D" or "F" recorded as their final grade on their transcript in the course. 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.
- Students in all nursing programs must achieve a cumulative average of 75% on examinations in all nursing courses **before** any additional course points can be averaged into the course grade in order to be allowed to progress in the nursing course sequence or, in the case of the last courses in the programs, to be allowed to graduate.
- Once the cumulative 75% average on all course examinations has been achieved, the remaining points for the course will be averaged with the examination grades. This score will constitute the final course grade.
- Successful completion of the theory and laboratory components of nursing courses is required. If a student is unsuccessful in the theory component but passes the lab component of course, both sections must be repeated. If a student is successful in the theory component of class but unsuccessful in the laboratory component of the course, both sections must be repeated.
- Completion of required academic assessments administered by Cox College.
- Validation of Dosage Calculation Competency (not required for post licensure programs).
- Maintenance of AHA Healthcare Provider certification or equivalent.
- Maintenance of current immunizations.

Rounding Statement

The Undergraduate Nursing Department will round final exam averages and final course grades at the 0.50 level. For example, if you receive a 74.49% your official grade will be 74%. If you receive a 74.5%, your official grade will be 75%.

Students who fall out of progression in required clinical courses for any reason must complete the clinical reorientation course prior to beginning the next clinical course. The purpose of this

course is to review and practice clinical skills, demonstrate dosage calculation competency, and renew access credentials in Cerner and e-MAR for use in the clinical setting.

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

Leave of Absence (LOA) from a Nursing Program

Leaves of Absence from the Nursing program are reserved only for extraordinary circumstances. A departmental LOA cannot extend beyond one academic semester and no more than one LOA may be granted to a student following program entry. When returning from the LOA, the student will be held to the policies and requirements of the cohort group they are joining.

Incomplete Grade

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

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

A grade must be posted for the course before the beginning of the next semester. Failure to complete coursework by the prescribed date will result in an "F" being recorded as the final grade in the course.

If a student receives an "I" in a prerequisite course, the student may register for the subsequent course in the following semester. However, if the "I" is not removed in the prescribed timeframe, the student will be withdrawn from the subsequent course.

Dosage Calculation Competency

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

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

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

Ninety-five percent accuracy must be achieved on each competency test before the student will be allowed to progress. One retake will be allowed for each competency test. If a retake examination is necessary, the original test is not given; another of comparable difficulty will be used. If this standard is not achieved, the student will be required to enroll in NURS/NRSI/NRSA/NRSC 197 Dosage Calculation Remediation.

Upon completion of NURS/NRSI/NRSA/NRSC 197**,** the student is eligible to retake the appropriate-level competency exam with one repeat examination allowed. If successful with 95%

accuracy, the student will be allowed to progress. Enrollment in the clinical nursing course is on a space-available basis. If the student successfully completes remediation, yet fails to complete competency testing, the student will be dismissed from the nursing program.

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

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

ASN Program:

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

BSN Accelerated Track:

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

BSN Entry Track:

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

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

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

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

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

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

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 years of entry into the ASN/BSN pre licensure programs.

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

- Satisfactory completion ("75%" or better) of all specified courses in the curriculum plan
- Completion of second year nursing courses with a minimum of 20 credit hours granted by Cox College for **ASN program**.
- Completion of the last two semesters of clinical nursing courses as outlined on the proposed plan of study with a minimum of 30 credit hours granted by Cox College for **BSN program.**
- Minimum cumulative GPA of 2.0 on a 4.0 scale on completion of required courses for all the nursing programs
- Completion of all nursing courses within five years of admission to the ASN/BSN nursing programs
- Should a student not complete final course requirements, a new graduation application for the degree must be submitted.

Nursing Licensure

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

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

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

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

Associate of Science in Nursing (ASN) Degree Program

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

Program Outcome

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

Competencies

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

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

Program Admission

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

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

If all admission requirements have been met and the student is recommended for admission based on interview, the student will be sent an acceptance letter at that time. Students will be admitted as they apply and meet all requirements up to a maximum of 50 students per semester. Students awaiting admission into ASN nursing courses may enroll in general education courses at Cox College. Once a candidate has been notified of an offer for admission into the ASN program, a nonrefundable acceptance fee (includes background check and drug screen) is required. When received, the student may register for classes according to the academic calendar.

Students will be required to attend a nursing program orientation before classes begin. A positive drug screen or compromised background check may result in rescinding the student's acceptance into the program. An offer may be rescinded if in progress classes are not completed or a 2.75 GPA is not maintained.

Undergraduate Nursing Department Admission Formula

1. **HESI A2 Exam**

HESI score: Maximum of 40 points

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

* HESI A2 tests required

2. **Cumulative GPA (**figured on required courses completed)
   Cumulative GPA x 10 = GPA points (maximum of 40 points)
3. **Cumulative Science GPA** (figured on required courses completed)
   Cumulative GPA x 10 = GPA points (maximum of 40 points)

Maximum points = 120 points

Applicants achieving a score of 90/120 will receive priority consideration. Applicants receiving a score of less than 90 may be accepted based on space availability.

Application Cycles

Students enrolling in Fall semesters will submit applications from January 1-June 1.
Students enrolling in Spring semesters will submit applications from July 1-November 1.

Nursing Program Selection Criteria A2 Exam information

HESI A2 Tests include:

- ENGLISH LANGUAGE (Exam includes 55 test items - 50 scored and 5 pilot)
  - Reading Comprehension
    - Provides reading scenarios in order to measure reading comprehension, identifying the main idea, finding meaning of words in context, passage comprehension, making logical inferences, etc. Recommended time: 60 minutes
- MATH (Exam includes 55 test items - 50 scored and 5 pilot)
  - Basic Math Skills
    - Focuses on math skills needed for health care fields, including basic addition, subtraction, multiplication, fractions, decimals, ratio and proportion, household measures, general math facts, etc. Recommended time: 50 minutes
- SCIENCE (Exam includes 30 test items - 25 scored and 5 pilot)
  - Anatomy, physiology, chemistry
    - Provides coverage of general terminology and anatomical structures and systems. Recommended time: 25 minutes

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

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

HESI A2 testing Guidelines:

- An exam can be repeated one time at additional expense to the student. Elsevier provides two versions of the HESI A2 examination if the student elects to re-take the exam to attempt an improvement in their performance. When the student pays this fee they may take as many of the exams they choose for the set price.
- The higher of the 2 scores of each repeated exam will be the score used in the selection criteria.
- There is no wait time between the original exam and the retested one.

ASN Degree Requirements

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

General Education: 32 Credit Hours Total

Natural and Applied Sciences (20 Credit Hours)

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

Humanities (6 or 7 Credit Hours)

ENGL	150	English Composition
PHIL	201	Introduction to Philosophy
CCPL	100*	Promoting Learning and Ultimate Success

Social Sciences (6 Credit Hours)

SOCI	101	Introduction to Sociology
PSYC	101	Introduction to Psychology

Nursing (38 Credit Hours)

NURS	100	Introduction to Nursing Skills
NURS	105	Clinical Applications I
NURS	106	Clinical Applications II
NURS	206	Clinical Applications III
NURS	207	Concepts of Professional Practice
NURS	208	Clinical Applications IV
NURS	215	Pharmacological Basis of Nursing Practice
NURS	307	Perspectives on Aging and the Older Adult

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

ASN Suggested Fulltime* Course of Study

First Year – Summer		Credit Hours
PSYC 101	Introduction to Psychology	3
BIOL 208	Microbiology	4
Semester Total		**7**

First Year—Semester 1		Credit Hours
BIOL 205	Human Anatomy	4
CHEM 103	Fundamentals of Chemistry	4
INFM 160	Computer Resources	1
NURS 100	Introduction to Nursing Skills	2
NURS 105	Clinical Applications I	5
CCPL 100**	Promoting Learning and Ultimate Success	1
Semester Total		**16**

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

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

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

Total Credit Hours	**70**

* ASN Part-time Course of Study will be determined with advisor
**This course is required for students with less than 24 college credits upon admission to Cox College.

ASN Prerequisite/Co-requisite Requirements

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

Bachelor of Science in Nursing (BSN) Degree Program

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

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

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

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

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

BSN Entry-Level Track

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

Admission into Nursing Courses of the Entry-Level Track
To be eligible for admission into the entry-level track of the BSN program, a candidate must:

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

II. If all admission requirements have been met and the student is recommended for admission based on interview, the student will be sent an acceptance letter at that time. Students will be admitted as they apply and meet all requirements up to a maximum of 50 students per semester. Once a candidate has been notified of an offer for admission into nursing courses of the BSN Entry-Level track, a nonrefundable acceptance fee (includes background check and drug screen) must be submitted. When received, the student may register for classes according to the academic calendar. Students will be required to attend the nursing program orientation before the first nursing class. A positive drug screen or compromised background check may result in rescinding the student's acceptance into the program. An offer may be rescinded if in progress classes are not completed with a "C" or better and/or the GPA falls below a 2.75 on required courses completed for the nursing program.

Undergraduate Nursing Department Admission Formula

4. **HESI A2 Exam**

HESI score: Maximum of 40 points

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

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

* HESI A2 tests required

5. **Cumulative GPA (**figured on required courses completed)
   Cumulative GPA x 10 = GPA points (maximum of 40 points)

6. **Cumulative Science GPA** (figured on required courses completed)
   Cumulative GPA x 10 = GPA points (maximum of 40 points)

Maximum points = 120 points

Applicants achieving a score of 90/120 will receive priority consideration. Applicants receiving a score of less than 90 may be accepted based on space availability.

Application Cycles

Students enrolling in Fall semesters will submit applications from January 1-June 1.
Students enrolling in Spring semesters will submit applications from July 1-November 1.

Nursing Program Selection Criteria A2 Exam information

HESI A2 Tests include:

- ENGLISH LANGUAGE (Exam includes 55 test items - 50 scored and 5 pilot)
  - Reading Comprehension
    - Provides reading scenarios in order to measure reading comprehension, identifying the main idea, finding meaning of words in context, passage comprehension, making logical inferences, etc. Recommended time: 60 minutes

- MATH (Exam includes 55 test items - 50 scored and 5 pilot)
  - Basic Math Skills
    - Focuses on math skills needed for health care fields, including basic addition, subtraction, multiplication, fractions, decimals, ratio and proportion, household measures, general math facts, etc. Recommended time: 50 minutes
- SCIENCE (**E**xam includes 30 test items - 25 scored and 5 pilot)
  - Anatomy, Physiology, chemistry
    - Provides coverage of general terminology and anatomical structures and systems. Recommended time: 25 minutes

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

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

HESI A2 testing Guidelines:

- An exam can be repeated one time at additional expense to the student. Elsevier provides two versions of the HESI A2 examination if the student elects to re-take the exam to attempt an improvement in their performance. When the student pays this fee they may take as many of the exams they choose for the set price.
- The higher of the 2 scores of each repeated exam will be the score used in the selection criteria.
- There is no wait time between the original exam and the retested one.

BSN Entry-Level Track Requirements

General Education: 56 Credit Hours

Natural and Applied Sciences (28 Credit Hours)

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

Humanities (13 Credit Hours)

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

Social Sciences (15 Credit Hours)

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

Nursing (72 Credit Hours)

NRSI	200	Introduction to Professional Nursing
NRSI	202	Foundations of Professional Nursing
NRSI	215	Pharmacological Basis of Nursing Practice
NRSI	206	Health Assessment
NRSI	212	Mental Health/Illness Nursing concepts
NRSI	304	Care of Childbearing Families
NRSI	305	Care of Childrearing Families
NRSI	300	Nursing Informatics
NRSI	302	Adult Medical Surgical Nursing I
NRSI	306	Aging and the Older Adult
NRSI	310	Adult Medical Surgical Nursing II
NRSI	400	Theories and Research in Nursing
NRSI	402	Management and Leadership in Nursing
NRSI	404	Community and Public Health Nursing
NRSI	406	Trend, Issues, and Ethics in Nursing
NRSI	410	Nursing Capstone
NRSI	XXX	Nursing Elective

BSN Entry-Level Track Requirements

Suggested Fulltime* Course of Study for BSN Nursing Students

First Year – Semester 1		**General Ed Hours**	**Nursing Hours**
BIOL 205	Human Anatomy	4	
BIOL 206	Human Physiology	4	
PSYC 101	Introduction to Psychology	3	
MATH 150	Intermediate Algebra	3	
CCPL 100	Promoting Learning and Ultimate Success (PLUS)	1	
Semester Total:		**15**	

First Year – Semester 2			
ENGL 150	English Composition	3	
BIOL 208	Microbiology	4	
CHEM 103	Fundamentals of Chemistry	4	
PSYC 230	Human Development through the Life Span	3	
NRSI 200	Introduction to Nursing		3
Semester Total:		**14**	**3**

First Year – Summer			
BIOL 302	Principles of Nutrition	3	
ENGL 207	Expository Writing	3	
Semester Total:		**6**	

Second Year – Semester 3			
NRSI 202	Foundations of Professional Nursing		7
NRSI 215	Pharmacological Basis of Nursing Practice		3
NRSI 206	Health Assessment		3
BIOL 382	Pathophysiology	3	
Semester Total:		**3**	**13**

Second Year – Semester 4			
NRSI 212	Mental Health/Illness Nursing Concepts		4
NRSI 302	Adult Medical-Surgical Nursing I		8
SOCI 101	Introduction to Sociology	3	
Semester Total:		**3**	**12**

Third Year – Semester 5		**General Ed Hours**	**Nursing Hours**
SOCI 304	Global Awareness and Cultural Diversity	3	
NRSI 300	Nursing Informatics		2
NRSI 304	Care of Childbearing Families		4
NRSI 305	Care of Childrearing Families		4
NRSI 306	Aging and the Older Adult		2
Semester Total:		**3**	**12**

Third Year – Semester 6			
GOVT 101	Government and Politics in the United States	3	
MATH 227	Introduction to Statistics	3	
NRSI 310	Adult Medical-Surgical Nursing II		8
Semester Total:		**6**	**8**

Fourth Year – Semester 7			
NRSI 400	Theories and Research in Nursing Practice		3
NRSI 402	Management & Leadership in Nursing		4
NRSI 404	Community and Public Health Nursing		6
PHIL 201	Introduction to Philosophy	3	
Semester Total:		**3**	**13**

Fourth Year – Semester 8			
NRSI 406	Trends, Issues, and Ethics in Nursing		3
NRSI 410	Nursing Capstone		7
NRSI XXX	Nursing Elective		1
HUMN 150	Humanities Elective	3	
Semester Total:		**3**	**11**

Total Credit Hours	**128 program**	**56 general education**	**72 nursing**

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

BSN Entry-Level Track Requirements

Suggested Fulltime* Course of Study

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

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

BSN Entry-Level Prerequisites and Co-requisites

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

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

BSN-Entry Cabool Satellite Location

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

Admission into Nursing Courses of the Entry-Level Track in Cabool
To be eligible for admission into the entry-level track of the BSN program, a candidate must:

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

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

Course Sequence for BSN-Entry Cabool Cohort

YEAR 1		
Course ID	**Course Name**	**Credit Hours**
Fall		
BIOL 207	Anatomy and Physiology I w/lab	4

PSYC 101	Introduction to Psychology	3
ENGL 207	Expository Writing	3
SOCI 101	Introduction to Sociology	3
Spring		
BIOL 217	Anatomy and Physiology II w/lab	4
LDST 101	Foundations of Organization Leadership	3
CHEM 103	Foundations of Chemistry	3
CHEM 103L	Foundations of Chem. Lab	1
Summer		
COMM 220	Business Communication & Writing	3
BIOL 302	Human Nutrition	3
YEAR 2		
Course ID	**Course Name**	**Credit Hours**
Fall		
LDST 250	Financial Basics for Leaders	3
PLSC 101	Government & Politics in the U.S.	3
PSYC 230	Human Growth & Development	3
MATH 227	Introduction to Statistics	3
BIOL 208	Microbiology w/lab	4
Spring		
PHIL 201	Introduction to Philosophy	3
LDST 300	Theories and Models Leadership	3
BIOL 382	Pathophysiology	4
BIOL 381	Pharmacology	3
Summer		
NRSC 206	Health Assessment	3
NRSC 208	Foundations of Professional Nursing	7

Year 3		
Course ID	**Course Name**	**Credit Hours**
Fall		
SOCI 327	Social Gerontology	3
NRSC 302	Adult Medical Surgical Nursing I	8
NRSC 212	Mental Health/Illness Nursing Concepts	4
Spring		
COMM 332	Intercultural Communication	3
NRSC 211	Care of Childbearing Families	4
NRSC 213	Care of Childrearing Families	4
NRSC 400	Theories/Research in Nursing	3
Summer		
LDST 331	Negotiation/Conflict Resolution	3
GLST 493	Ethical Issues Global Society	3
Year 4		
Course ID	**Course Name**	**Credit Hours**
Fall		
NRSC 310	Adult Med/Surgical Nursing II	8
NRSC 404	Community Public Health Nursing	6
Spring		
NRSC 402	Management /Leadership	4
NRSC 410	Nursing Capstone	7
		Total Dual Program Credit Hours = 129

BSN Accelerated Track

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

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

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

Admission into Nursing Courses of the BSN Accelerated Track

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

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

If all admission requirements have been met and the student is recommended for admission based on interview, the student will be sent an acceptance letter at that time. Students will be admitted as they apply and meet all requirements up to a maximum of 50 students per semester. Students waiting for admission into the accelerated nursing courses may enroll in general education courses at Cox College.

Undergraduate Nursing Department Admission Formula

7. **HESI A2 Exam**

HESI score: Maximum of 40 points

HESI A2 Score/Points			
Test	≤ 79 %	80% -90%	> 90%

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

* HESI A2 tests required

8. **Cumulative GPA (**figured on required courses completed)
   Cumulative GPA x 10 = GPA points (maximum of 40 points)

9. **Cumulative Science GPA** (figured on required courses completed)
   Cumulative GPA x 10 = GPA points (maximum of 40 points)

Maximum points = 120 points

Applicants achieving a score of 90/120 will receive priority consideration. Applicants receiving a score of less than 90 may be accepted based on space availability.

Application Cycles

Students enrolling in Fall semesters will submit applications from January 1-June 1.
Students enrolling in Spring semesters will submit applications from July 1-November 1.

Nursing Program Selection Criteria A2 Exam information

HESI A2 Tests include:

- ENGLISH LANGUAGE (Exam includes 55 test items - 50 scored and 5 pilot)
  - Reading Comprehension
    - Provides reading scenarios in order to measure reading comprehension, identifying the main idea, finding meaning of words in context, passage comprehension, making logical inferences, etc. Recommended time: 60 minutes
- MATH (Exam includes 55 test items - 50 scored and 5 pilot)
  - Basic Math Skills
    - Focuses on math skills needed for health care fields, including basic addition, subtraction, multiplication, fractions, decimals, ratio and proportion, household measures, general math facts, etc. Recommended time: 50 minutes

- SCIENCE (Exam includes 30 test items - 25 scored and 5 pilot)
  - Anatomy and Physiology, chemistry
    - Provides coverage of general terminology and anatomical structures and systems. Recommended time: 25 minutes

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

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

HESI A2 testing Guidelines:

- An exam can be repeated one time at additional expense to the student. Elsevier provides two versions of the HESI A2 examination if the student elects to re-take the exam to attempt an improvement in their performance. When the student pays this fee they may take as many of the exams they choose for the set price.
- The higher of the 2 scores of each repeated exam will be the score used in the selection criteria.
- There is no wait time between the original exam and the retested one.

Once a candidate has been notified of an offer for admission into the accelerated track, 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. Students are required to attend the nursing program orientation **prior to attending their first class in January.** A positive drug screen or compromised background check may result in rescinding the student's acceptance into the program. An offer may be rescinded if in progress classes are not completed with a "C" or better and/or a 2.75 GPA is not maintained.

BSN Accelerated Track Prerequisites and Co-requisites

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

BSN Accelerated Track Requirements

Suggested Fulltime Course of Study

Prior to Program Entry	**Credit Hours**
Fundamentals of Chemistry	4
Introduction to Psychology (or equivalent)	3
Human Anatomy	4
Human Physiology	4
Nutrition	3
Introduction to Sociology (or equivalent)	3
Microbiology	4
Statistics	3
Life-span Development	3
Pathophysiology	3
Semester Total ***NOTE: Government course may be required***	**34**

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

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

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

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

Total Credit Awarded for Prior Degree	26
Total Required General Education Courses	34
Total Required Nursing Courses	68
Total Credit Hours	**128**

RN to BSN Track

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

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

This track requires completion or validation of 128 credit hours for a BSN degree. Of these, 70 credit hours are awarded for the prior diploma or associate degree in nursing and 58 credit hours are required for completion or validation within the RN to BSN track. The 58 credit hours are a combination of 24 credit hours of designated general education courses and 34 credit hours of professional component courses. RN students who have a baccalaureate degree in a non-nursing field will be awarded an additional 18 credit hours of general education course work for their previous degree. Remaining general education courses required for completion of the program include Pathophysiology and Introduction to Statistics. Students also have the option of submitting an experiential learning portfolio to demonstrate completion of course objectives in certain program specific courses. Courses that have the experiential learning option are NRNC 402 and NRNC 404.

Students accepted into the RN to BSN track have the opportunity to elect to take core courses in the graduate program as dual credit for the required professional component elective courses. These dual credit courses result in fulfilling elective requirements in the undergraduate program and some core requirements in the graduate program. Students may earn up to 12 credit hours of dual credit. Students who select this option will be designated as RN to MSN students, indicating their intention to apply to the graduate program. This designation does not guarantee a place in the graduate program.

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

Admissions Requirements

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

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

- If seeking to transfer a professional component course (nursing), apply through the Director of Admissions' Office.
    - Student must obtain course transfer application from the RN to BSN academic advisor.
    - Student must submit syllabus of the transfer course with application to transfer to the RN to BSN academic advisor.

8. Have a cumulative GPA of 2.5 or above in entry-level education program (if the cumulative GPA in the entry level-program is below 2.5, the student may be granted provisional acceptance until the following is accomplished):
    - Completion of nine college credit hours- applicable to the BSN degree- from Cox College with a GPA of 2.5 or better.

Recommended Application Submission Dates for Priority Service
To enroll in nursing specific courses, students must be admitted to Cox College. Admission into the RN to BSN track is on a rolling basis.

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

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

RN to BSN Track Requirements

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

ASN/Diploma: 70 Credit Hours

III. 2nd Baccalaureate Degree: 18 Credit Hours*

General Education: 24 Credit Hours

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

Natural and Applied Science (9 Credit Hours)

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

Humanities (6 Credit Hours)

ENGL 207	Expository Writing*
HUMN 150	Humanities Elective*

Social Sciences (9 Credit Hours)

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

Nursing: 34 Credit Hours

IV. 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.)

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

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

RN to **BSN**

Course Requirements

General Education Requirements: 24 credits*

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

Nursing Requirements: 34 credits (For students enrolling after Spring 2014)

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

Total credit awarded from previous nursing education	70
Total required general education credit	24
Total required nursing credit	34
RN to BSN Track Total Credit Hours	**128**

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

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

RN to BSN Academic Portfolio

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

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

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

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

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

RN to BSN Track
Suggested General Education Courses (fulltime*)

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

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

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

Year 1 – FALL Start

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

Year 2

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

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

Special Admissions

Early Decision Option for High School Seniors (EDO)

The early decision option is a formal understanding between the high school student and Cox College in which the student may be granted admission to Cox College and the BSN-E track of the BSN program. Upon acceptance to the college these students will be assigned a nursing faculty advisor.

Students seeking the early decision option may submit their applications during their senior year of high school. Applications and transcripts showing completion of high school courses to that date must be submitted by the deadline date noted on the application of their senior year.

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

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

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

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

LPN Advanced Placement – ASN

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

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

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

Admission into the LPN Advanced Placement program is offered to the highest-ranking candidates in the applicant pool. This must include one of the following science courses (Anatomy, Physiology, Chemistry or Microbiology), between otherwise equally qualified candidates.
Once a candidate has been notified of an offer for admission into the LPN Advanced Placement program, a nonrefundable acceptance fee (includes background check and drug screen) must be submitted. After receipt of this fee, the student may register for classes according to the academic calendar. There will be an Advanced Placement orientation offered during intersession classes. A positive drug screen or compromised background check may result in rescinding the student's acceptance into the program.

LPN Advanced Placement – BSN

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

1. Complete the admissions procedure to Cox College. Admission file must be complete by the deadline date noted on the application.
2. Complete the Nursing program application by the listed deadlines.
3. Completion of Intermediate Algebra or higher or prove math proficiency (not required for BSN Accelerated applicants).

4. A minimum of 37 credit hours completed from the required general education courses with a minimum cumulative GPA 2.75on a 4.0 scale. A total of 41 credit hours are required to start the program. See BSN plan of study for courses to complete. Maintain a cumulative GPA of 2.75or better in the remaining general education courses.
5. Transcript verification and successful completion of LPN program.
6. Take the Nursing Acceleration Challenge Exam (ACE: Nursing Care During Childbearing and Nursing Care of the Child) PN Pharmacology Exam; and Psychiatric Mental Health Nursing.

NOTE: Individual test results are reviewed according to the decision score for each test. Candidates scoring at or above 70% on each exam will be a*l*lowed to progress to the appropriate nursing course; those scoring at less than 70% will be advised to begin at the appropriate nursing course.

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

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

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

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

LPN Testing Out of Select Courses – BSN-Accelerated

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

- Complete the admissions procedure to Cox College. Admission file must be complete by the deadline date noted on the application.
- Complete the Nursing program application by the listed deadlines.
- Hold a baccalaureate degree from a regionally accredited college or university or be eligible based upon acceptance through an articulation agreement with participating college or university. Baccalaureate degree must be issued by program application deadline to be considered.
- Complete all required prerequisite general education courses with a "C" or better and a

cumulative GPA of 2.75 on a 4.0 score. Courses may be in progress but MUST be completed prior to beginning the first nursing class.

- One of the completed courses must be a core science (Anatomy, Physiology, Nutrition or Microbiology) and the minimum core science GPA must be a 2.5 on a 4.0 scale.
- Once application has been received, eligible candidates will be notified to schedule and complete an interview.
- Transcript verification and successful completion of LPN program.
- Take the Nursing Acceleration Challenge Exam (ACE: Nursing Care during Childbearing and Nursing Care of the Child) PN Pharmacology Exam; and Psychiatric Mental Health Nursing.

NOTE: Individual test results are reviewed according to the decision score for each test. Candidates scoring at or above 70% on each exam will be allowed to progress to the appropriate nursing course; those scoring at less than 70% will be advised to begin at the appropriate nursing course.

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

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

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

Radiologic Sciences & Imaging (RSI) Programs

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

Philosophy

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

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

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

DMS Specific Philosophy

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

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

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

Program Admission

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

Requirements Prior to the First RSI Course

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

RSI Orientation

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

Graduation Requirements

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

NATIONAL CERTIFICATION EXAMS FOR RSI PROGRAMS

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

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

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

All national credentialing fees are the responsibility of the student.

Associate of Science in Radiography (ASR) Degree Program

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

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

Program Admission

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

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

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

Mission Statement

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

Learning Outcomes

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

Student Learning Outcomes:

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

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

Student Learning Outcomes:

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

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

Student Learning Outcomes:

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

Goal 4: Demonstrate professionalism.

Student Learning Outcomes:

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

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

Student Learning Outcomes:

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

Program Clinical Obligations

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

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

campuses while maintaining the majority of their clinical rotations at OMC.

2. Participate in a minimum of four evening shift clinical rotations throughout the entire ASR program. The evening shift rotation traditionally occurs from 2:30 pm to 9:30 pm and can vary from one to two weeks in length. The student is provided advance notice of when their evening shift clinical rotations are scheduled for ample planning.
3. The ASR program uses a computer system, Trajecsys, to log students' clock-in and clock out of the classroom as well as students' clinical sites. In addition to the clocking feature, the ASR program uses the Trajecsys system to track all required student clinical evaluations, obtain feedback regarding student clinical performance, and allow students to provide feedback regarding the clinical sites and clinical instructors. There is a fee for this service that covers the entire length of the ASR program. The fee is due at the beginning of the first fall semester.

ASR Course of Study

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

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

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

Radiography

First Year - Semester 1(Fall)		**Credit Hours**
RAD 100	Patient Care in Radiography	3
RAD 110	Radiographic Anatomy	2
RAD 120	Routine Radiographic Imaging	2
RAD 121	Routine Radiographic Imaging Lab	3
RAD 140	Intro to Clinical Practice	3
RAD 150	Radiographic Imaging Physics I	2
Semester Total		**15**

First Year - Intersession (Spring)	**Credit Hours**

RAD 191	Clinical Practice 1	1

First Year - Semester 2 (Spring)		**Credit Hours**
RAD 151	Radiographic Imaging Physics II	3
RAD 160	Analog Imaging	2
RAD 170	Fluoroscopy and Special Procedures	3
RAD 180	Radiographic Imaging Instrumentation	2
RAD 192	Clinical Practice 2	2
Semester Total		**13**

First Year – Session 3 (Summer)		**Credit Hours**
RAD 193	Clinical Practice 3	2
Semester Total		**2**

Second Year - Semester 4 (Fall)		**Credit Hours**
RAD 200	Radiographic Pathophysiology	2
RAD 250	Radiographic Image Analysis and QC	2
RAD 260	Digital Imaging	3
RAD 270	Radiation Biology and Protection	3
RAD 294	Clinical Practice 4	2
Semester Total		**12**

Second Year - Intersession (Spring)		**Credit Hours**
RAD 295	Clinical Practice 5	1

Second Year – Semester 5 (Spring)		**Credit Hours**
RAD 220	Advanced Skeletal Imaging	2
RAD 296	Clinical Practice 6	2
RAD 299	Radiography Capstone	4
Semester Total		**9**

General Education	**25**
Total Program Credit Hours	**51**
Total Degree Credit Hours	**76**

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

ASR Prerequisite/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. Equivalent courses from other regionally accredited institutions may be transferred to meet the ASR program's general education requirements. Students must obtain their American Heart Association BLS for the Healthcare Provider certification before attending the first semester radiography courses.

Course Number	**Prerequisite**	**Co-requisite**
Prior to Program Admission	ENGL 150, MATH 160, BIOL 118, BIOL 205, BIOL 206, CHEM 103 or Introduction to Physics w/lab, PSYC 101, INFM 160	
RAD 100	*	RAD 110, RAD 120, RAD 121, RAD 140, RAD 150
RAD 110	*	RAD 100, RAD 120, RAD 121, RAD 140, RAD 150
RAD 120	*	RAD 100, RAD 110, RAD 121, RAD 140, RAD 150
RAD 121	*	RAD 100, RAD 110, RAD 120, RAD 140, RAD 150
RAD 140	*	RAD 100, RAD 110, RAD 120, RAD 121, RAD 150
RAD 150	*	RAD 100, RAD 110, RAD 120, RAD 121, RAD 140
RAD 151	RAD 150	RAD 160, RAD 170, RAD 180, RAD 192
RAD 160	RAD 150	RAD 151, RAD 170, RAD 180, RAD 192
RAD 170	RAD 120, RAD 121	RAD 151, RAD 160, RAD 180, RAD 192
RAD 180	RAD 150	RAD 151, RAD 160, RAD 170, RAD 192
RAD 191	RAD 120, RAD 121, RAD 140	
RAD 192	RAD 191	RAD 151, RAD 160, RAD 170, RAD 180
RAD 193	RAD 192	
RAD 200	RAD 110	RAD 220, RAD 250, RAD 260, RAD 270, RAD 294
RAD 220	RAD 120, RAD 121	RAD 296, RAD 299
RAD 250	RAD 152, RAD 180	RAD 200, RAD 220, RAD 260, RAD 270, RAD 294
RAD 260	RAD 152, RAD 180	RAD 200, RAD 220, RAD 250, RAD 270, RAD 294
RAD 270	RAD 151	RAD 200, RAD 220, RAD 250, RAD 260, RAD 294
RAD 294	RAD 193	RAD 200, RAD 220, RAD 250, RAD 260, RAD 270
RAD 295	RAD 294	
RAD 296	RAD 295	RAD 220, RAD 299
RAD 299	All program courses must be complete except for RAD 220 & RAD 296	RAD 220, RAD 296

Bachelor of Science in Diagnostic Imaging (BSDI) Degree Program

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

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

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

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

Program Admission

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

- Complete the admissions procedure for Cox College.
- Complete and submit program specific BSDI application.
    - Students must select an area of specialization – CTI, DMS, DMS-Echo, IRI, MRI, Mammography, or Interprofessional Leadership (IPL). BSDI-Completion students do not choose an area of specialization.
    - All specialty imaging courses begin in the fall. Applications are due April 30.

    - BSDI Completion Track students and IPL specialty students may enter the program in any semester. Applications due April 30 or November 15.
    - Application process for CTI, MRI, Mammography, IRI, DMS, and DMS-Echocardiography specialty program tracks require two personal references, all college transcripts, and a copy of the student's imaging licensure card.
- Credentialed in primary imaging modality (such as Radiography, Sonography [RDMS, RDCS, RVT, ARRT(S)], MRI, Nuclear Medicine, or Radiation Therapy) or related field (contact Cox College for details) prior to beginning of BSDI program. All DMS-Echocardiography applicants must have taken and passed the SPI registry by the beginning of BSDI program.
- Minimum 3.0 GPA in imaging program or related degree.

Certifications

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

BSDI Program Objectives

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

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

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

Program Clinical Obligations

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

The BSDI credentialing pathway programs use an online portfolio system called 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 100.00 to 150.00 depending on the length of the program. The fee is due at the beginning of the first fall semester.

BSDI Entry-Level Track

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

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

General Education: 34 Credit Hours

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

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

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

**Prerequisite for entry to ASR*

BSDI Program Courses

Transfer from Radiography Program Courses: 42 Credit Hours

Core Electives: 56 Credit Hours Available*		**Credit Hours**
SDI 235	The Common Reader	1
SDI 318	Health Information Management, Ethics, and Medical Law	3
SDI 328	Health Care Delivery Systems	2
SDI 330	ABC's of PQRST	1
SDI 332	Advanced EKG	2
SDI 338	Healthcare Reimbursement and Insurance	2
SDI 350	End of Life	3
SDI 355	Emergency Preparedness and First Aid Response	3

SDI 366	Considerations for Ethics in Healthcare Practice	3
SDI 368	Professional Leadership Development	3
SDI 371	Spirituality	3
SDI 373	Diabetes for the Healthcare Professional	3
SDI 392	Regulatory Trends in Radiologic Sciences and Imaging	3
SDI 430	Epidemiology	3
SDI 453	Advanced Studies in Specialty Imaging Pathology I	3
SDI 454	Advanced Studies in Specialty Imaging Pathology II	3
SDI 455	Advanced Studies in Radiation Biology	3
SDI 471	Advanced Studies in Human Oncology I	3
SDI 472	Advanced Studies in Human Oncology II	3
SDI 473	Advanced Studies in Human Oncology III	3
SDI 474	Advanced Studies in Human Oncology IV	3

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

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

Specialty Specific (26-77 Credit Hours)
Specialty imaging students must complete *all courses* listed for any ONE of the following specialties:

Computed Tomography (CTI): 26 Credit Hours		**Credit Hours**
CTI 300	CT Physics and Instrumentation	3
CTI 302	CT Imaging Procedures	2
SDI 300	Specialty Imaging Ethics	3
SDI 302	Specialty Imaging Sectional Anatomy	2
SDI 304	Specialty Imaging Pathology	2
SDI 314	Patient Care and Safety	3
SDI 340	Practicum I	3
SDI 360	Practicum II	2
SDI 364	Specialty Imaging Capstone I	3
SDI 400	Practicum III	3

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

Interventional Radiography (IRI): 40 Credit Hours		**Credit Hours**
IRI 300	IR Physics and Instrumentation	3
IRI 304	Interventional Angiography	3
IRI 310	Vascular Interventions	4
IRI 312	Non-Vascular Interventions	4

IRI 330	Cardiac Interventions*	2
SDI 300	Specialty Imaging Ethics	3
SDI 303	Cardiovascular Anatomy and Physiology	3
SDI 314	Patient Care and Safety	3
SDI 340	Practicum I	3
SDI 360	Practicum II	2
SDI 364	Specialty Imaging Capstone I	3
SDI 380	Specialty Imaging Capstone II*	1
SDI 401	Practicum III	3
SDI 410	Practicum IV*	3

***** *optional summer course*

Magnetic Resonance Imaging (MRI): 26 Credit Hours		**Credit Hours**
MRI 300	MRI Physics and Instrumentation	3
MRI 306	MRI Imaging Procedures	2
SDI 300	Specialty Imaging Ethics	3
SDI 302	Specialty Imaging Sectional Anatomy	2
SDI 304	Specialty Imaging Pathology	2
SDI 314	Patient Care and Safety	3
SDI 340	Practicum I	3
SDI 360	Practicum II	2
SDI 364	Specialty Imaging Capstone I	3
SDI 401	Practicum III	3

Mammography (MAM): 27 Credit Hours		**Credit Hours**
MAM 302	Mammographic Positioning and Technique I	2
MAM 304	Mammographic Anatomy and Pathology	3
MAM 306	Mammographic Physics and Instrumentation	2
MAM 308	Mammographic Quality Control	3
MAM 310	Mammographic Positioning and Technique II	3
SDI 300	Specialty Imaging Ethics	3
SDI 340	Practicum I	3
SDI 360	Practicum II	2
SDI 364	Specialty Imaging Capstone I	3
SDI 400	Practicum III	3

Diagnostic Medical Sonography (DMS): 81 Credit Hours		**Credit Hours**
SDI 300	Specialty Imaging Ethics	3
SDI 314	Patient Care and Safety	3
DMS 304	Physics and Instrumentation I	3
DMS 306	Sonographic Anatomy of Abdomen/ Small Parts I	3
DMS 308	Sonographic Abdominal /Small Parts Pathology I	3
DMS 310	Sonographic Anatomy of Abdomen /Small Parts I Lab	4
DMS 312	Sonographic Abdominal / Small Parts Pathology I Lab	4
DMS 314	Physics and Instrumentation II	4
DMS 316	Vascular Physics & Instrumentation I	3
DMS 318	Gynecology I	3
DMS 320	DMS Specific Gynecology Lab	2
DMS 322	Gynecology II	2
DMS 324	Obstetrics I	2
DMS 326	Physics and Instrumentation III	2

DMS 328	Vascular Physics & Instrumentation II	2
DMS 330	Vascular Technology I	3
DMS 332	DMS Specific Vascular Lab	2
DMS 334	Obstetrics II	3
DMS 336	Sonographic Abdominal & Small Parts Pathology II	3
DMS 338	Obstetrics & Gynecology III	4
DMS 340	Vascular Technology II	4
DMS 342	Advanced DMS Specific Comprehensive Lab	1
DMS 344	Neurosonography	1
DMS 352	DMS Specific Practicum I	2
DMS 354	DMS Specific Practicum II	3
DMS 356	DMS Specific Practicum III	2
DMS 358	DMS Specific Practicum IV	2
DMS 360	DMS Specific Practicum V	3
DMS 362	DMS Specific Practicum VI	2
DMS 364	DMS Specific Practicum VII	3

BSDI Specialty Track

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

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

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

BSDI Program Courses

Transfer from ASR/Primary Imaging Credential: 64 Credit Hours

Core Electives: 56 Credit Hours Available*		**Credit Hours**
SDI 235	The Common Reader	1
SDI 318	Health Information Management, Ethics, and Medical Law	3
SDI 328	Health Care Delivery Systems	2
SDI 330	ABC's of PQRST	1
SDI 332	Advanced EKG	2
SDI 338	Healthcare Reimbursement and Insurance	2
SDI 350	End of Life	3
SDI 355	Emergency Preparedness and First Aid Response	3
SDI 366	Considerations for Ethics in Healthcare Practice	3
SDI 368	Professional Leadership Development	3
SDI 371	Spirituality	3
SDI 373	Diabetes for the Healthcare Professional	3
SDI 392	Regulatory Trends in Radiologic Sciences and Imaging	3
SDI 430	Epidemiology	3
SDI 453	Advanced Studies in Specialty Imaging Pathology I	3
SDI 454	Advanced Studies in Specialty Imaging Pathology II	3
SDI 455	Advanced Studies in Radiation Biology	3
SDI 471	Advanced Studies in Human Oncology I	3
SDI 472	Advanced Studies in Human Oncology II	3
SDI 473	Advanced Studies in Human Oncology III	3

SDI 474	Advanced Studies in Human Oncology IV	3

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

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

Non-RT Bridge Course –
Registered nurses applying to the Diagnostic Medical Sonography program must have taken a general college-level physics and/or radiographic physics prior to the beginning of the program. Applicants can meet this requirement through a physics or physical science lecture or SDI 200.

		Credit Hours
SDI 200	Introduction to Imaging Physics	3

Specialty Specific (26-81 Credit Hours)
Specialty imaging students must complete *all courses* listed for any ONE of the following specialties:

Computed Tomography (CTI): 26 Credit Hours		**Credit Hours**
CTI 300	CT Physics and Instrumentation	3
CTI 302	CT Imaging Procedures	2
SDI 300	Specialty Imaging Ethics	3
SDI 302	Specialty Imaging Sectional Anatomy	2
SDI 304	Specialty Imaging Pathology	2
SDI 314	Patient Care and Safety	3
SDI 340	Practicum I	3
SDI 360	Practicum II	2
SDI 364	Specialty Imaging Capstone I	3
SDI 400	Practicum III	3

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

Interventional Radiography (IRI): 40 Credit Hours		**Credit Hours**
IRI 300	IR Physics and Instrumentation	3
IRI 304	Interventional Angiography	3
IRI 310	Vascular Interventions	4
IRI 312	Non-Vascular Interventions	4
IRI 330	Cardiac Interventions*	2
SDI 300	Specialty Imaging Ethics	3
SDI 303	Cardiovascular Anatomy and Physiology	3
SDI 314	Patient Care and Safety	3

SDI 340	Practicum I	3
SDI 360	Practicum II	2
SDI 364	Specialty Imaging Capstone I	3
SDI 380	Specialty Imaging Capstone II*	1
SDI 401	Practicum III	3
SDI 410	Practicum IV*	3

**Optional summer course*

Magnetic Resonance Imaging (MRI): 26 Credit Hours		**Credit Hours**
MRI 300	MRI Physics and Instrumentation	3
MRI 306	MRI Imaging Procedures	2
SDI 300	Specialty Imaging Ethics	3
SDI 302	Specialty Imaging Sectional Anatomy	2
SDI 304	Specialty Imaging Pathology	2
SDI 314	Patient Care and Safety	3
SDI 340	Practicum I	3
SDI 360	Practicum II	2
SDI 364	Specialty Imaging Capstone I	3
SDI 401	Practicum III	3

Mammography (MAM): 27 Credit Hours		**Credit Hours**
MAM 302	Mammographic Positioning and Technique I	2
MAM 304	Mammographic Anatomy and Pathology	3
MAM 306	Mammographic Physics and Instrumentation	2
MAM 308	Mammographic Quality Control	3
MAM 310	Mammographic Positioning and Technique II	3
SDI 300	Specialty Imaging Ethics	3
SDI 340	Practicum I	3
SDI 360	Practicum II	2
SDI 364	Specialty Imaging Capstone I	3
SDI 400	Practicum III	3

Diagnostic Medical Sonography (DMS): 81 Credit Hours		**Credit Hours**
SDI 300	Specialty Imaging Ethics	3
SDI 314	Patient Care and Safety	3
DMS 304	Physics and Instrumentation I	3
DMS 306	Sonographic Anatomy of Abdomen/ Small Parts I	3
DMS 308	Sonographic Abdominal /Small Parts Pathology I	3
DMS 310	Sonographic Anatomy of Abdomen /Small Parts I Lab	4
DMS 312	Sonographic Abdominal / Small Parts Pathology I Lab	4
DMS 314	Physics and Instrumentation II	4
DMS 316	Vascular Physics & Instrumentation I	3
DMS 318	Gynecology I	3
DMS 320	DMS Specific Gynecology Lab	2
DMS 322	Gynecology II	2
DMS 324	Obstetrics I	2
DMS 326	Physics and Instrumentation III	2
DMS 328	Vascular Physics & Instrumentation II	2
DMS 330	Vascular Technology I	3
DMS 332	DMS Specific Vascular Lab	2
DMS 334	Obstetrics II	3

DMS 336	Sonographic Abdominal & Small Parts Pathology II	3
DMS 338	Obstetrics & Gynecology III	4
DMS 340	Vascular Technology II	4
DMS 342	Advanced DMS Specific Comprehensive Lab	1
DMS 344	DMS Neurosonography	1
DMS 352	DMS Specific Practicum I	2
DMS 354	DMS Specific Practicum II	3
DMS 356	DMS Specific Practicum III	2
DMS 358	DMS Specific Practicum IV	2
DMS 360	DMS Specific Practicum V	3
DMS 362	DMS Specific Practicum VI	2
DMS 364	DMS Specific Practicum VII	3

BSDI Completion Track

This track is for technologists already registered in Radiography (or another primary imaging modality) and a specialty (secondary) imaging modality. Students complete only a select group of general education and core curriculum courses amounting to a minimum of 32 credits hours. Students in the track are awarded 64 credits for their primary imaging credential and 32 credits for their specialty (secondary) credential. The expected length for completion of the degree is 1 year with full time enrollment.

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

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

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

Core Electives: 56 Credit Hours Available		**Credit Hours**
SDI 235	The Common Reader	1
SDI 318	Health Information Management, Ethics, and Medical Law	3
SDI 328	Health Care Delivery Systems	2
SDI 330	ABC's of PQRST	1
SDI 332	Advanced EKG	2
SDI 338	Healthcare Reimbursement and Insurance	2
SDI 350	End of Life	3
SDI 355	Emergency Preparedness and First Aid Response	3
SDI 366	Considerations for Ethics in Healthcare Practice	3
SDI 368	Professional Leadership Development	3
SDI 371	Spirituality	3
SDI 373	Diabetes for the Healthcare Professional	3
SDI 392	Regulatory Trends in Radiologic Sciences and Imaging	3
SDI 430	Epidemiology	3
SDI 453	Advanced Studies in Specialty Imaging Pathology I	3
SDI 454	Advanced Studies in Specialty Imaging Pathology II	3
SDI 455	Advanced Studies in Radiation Biology	3
SDI 471	Advanced Studies in Human Oncology I	3
SDI 472	Advanced Studies in Human Oncology II	3
SDI 473	Advanced Studies in Human Oncology III	3
SDI 474	Advanced Studies in Human Oncology IV	3

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

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

Credentialing Pathways

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

Students seeking a primary certification already holding a minimum of an associate's degree are eligible to apply to the primary MRI specialty credentialing pathway. A background in health sciences is recommended. Additionally, registered nurses may also apply for entry into the DMS specialty track only

Diagnostic Medical Sonography (DMS) Credentialing
Course of Study

Students entering the DMS program are enrolled in the BSDI degree and will complete the degree as a part of the DMS course of study. Sixty-four (64) credit hours are transferred into the program from the student's primary imaging modality education (RT(R)) or related field of study (RN).

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

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

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

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

Spring Intersession 1		**Credit Hours**
DMS 352	DMS Specific Practicum I	2
Session Total		**2**

Spring Semester 1		**Credit Hours**
DMS 314	Physics and Instrumentation II	4
DMS 316	Vascular Physics & Instrumentation I	3
DMS 318	Gynecology I	3
DMS 320	DMS Specific Gynecology Lab	2
DMS 354	DMS Specific Practicum II	3
SDI 300	Specialty Imaging Ethics	3
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 328	Vascular Physics & Instrumentation II	2
DMS 356	DMS Specific Practicum III	2
Session Total		**10**

Fall Intersession		**Credit Hours**
DMS 358	DMS Specific Practicum IV	2
Session Total		**2**

Fall Semester 2		**Credit Hours**
DMS 330	Vascular Technology I	3
DMS 332	DMS Specific Vascular Lab	2
DMS 334	Obstetrics II	3
DMS 336	Sonographic Abdominal & Small Parts Pathology II	3
DMS 360	DMS Specific Practicum V	3
Semester Total		**14**

Spring Intersession 2		**Credit Hours**
DMS 362	DMS Specific Practicum VI	2
Session Total		**2**

Spring Semester 2		**Credit Hours**
DMS 338	Obstetrics & Gynecology III	4
DMS 340	Vascular Technology II	4
DMS 342	Advanced DMS Specific Comprehensive Lab	1
DMS 344	Neurosonography	1
DMS 364	DMS Specific Practicum VII	3
Semester Total		**13**

Transfer Credit Hours (RT(R) or RN)	**64**
Required DMS Specialty Credit Hours	**81**
Required General Education Credit Hours	**12**
Total Program Credit Hours	**157**

Computed Tomography (CTI) Credentialing
Course of Study

Fall Semester		**Credit Hours**
CTI 300	CT Physics and Instrumentation	3
CTI 302	CT Imaging Procedures	2
SDI 302	Specialty Imaging Sectional Anatomy	2
SDI 304	Specialty Imaging Pathology	2
SDI 314	Patient Care and Safety	3
SDI 340	Practicum I	3
Semester Total		**15**

Spring Intersession		**Credit Hours**
SDI 360	Practicum II	2
Session Total		**2**

Spring Semester		**Credit Hours**
SDI 300	Specialty Imaging Ethics	3
SDI 364	Specialty Imaging Capstone I	3
SDI 400	Practicum III	3
Semester Total		**9**

Total program credit hours **26**

Interventional Radiography (IRI) Credentialing
Course of Study

Fall Semester		**Credit Hours**
IRI 300	IR Physics and Instrumentation	3
IRI 304	Interventional Angiography	3
SDI 303	Cardiovascular Anatomy and Physiology	3
SDI 314	Patient Care and Safety	3
SDI 340	Practicum I	3
Semester Total		**15**

Spring Intersession		**Credit Hours**
SDI 360	Practicum II	2
Session Total		**2**

Spring Semester		**Credit Hours**
IRI 310	Vascular Interventions	4
IRI 312	Non-Vascular Interventions	4
SDI 300	Specialty Imaging Ethics	3
SDI 364	Specialty Imaging Capstone I	3
SDI 401	Practicum III	3
Semester Total		**17**

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

Total program credit hours **40**

Mammography (MAM) Credentialing
Course of Study

Fall Semester			**Credit Hours**
MAM	302	Mammographic Positioning and Technique I	2
MAM	304	Mammographic Anatomy and Pathology	3
MAM	306	Mammographic Physics and Instrumentation	2
MAM	308	Mammographic Quality Control	3
SDI	340	Practicum I	3
Semester Total			**13**

Spring Intersession			**Credit Hours**
SDI	360	Practicum II	2
Session Total			**2**

Spring Semester			**Credit Hours**
MAM	310	Mammographic Positioning and Technique II	3
SDI	300	Specialty Imaging Ethics	3
SDI	364	Specialty Imaging Capstone I	3
SDI	400	Practicum III	3
Semester Total			**12**

Total program credit hours **27**

Magnetic Resonance Imaging (MRI) Credentialing
Course of Study

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

Spring Intersession			**Credit Hours**
SDI	360	Practicum II	2
Session Total			**2**

Spring Semester			**Credit Hours**
MRI	306	MRI Imaging Procedures	2
SDI	300	Specialty Imaging Ethics	3
SDI	364	Specialty Imaging Capstone I	3
SDI	401	Practicum III	3
Semester Total			**11**

Total program credit hours	**26**

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

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

Fall Semester		**Credit Hours**
ECH 300	Cardiovascular Physics & Instrumentation	3
ECH 304	Cardiovascular Anatomy & Pathology I	4
ECH 306	Echocardiographic Image Acquisition	2
SDI 314	Patient Care and Safety	3
SDI 340	Practicum I	3
Semester Total		**15**

Spring Intersession		**Credit Hours**
ECH 308	Cardiovascular Anatomy & Pathology II	2
SDI 360	Practicum II	2
Session Total		**4**

Spring Semester		**Credit Hours**
ECH 310	Cardiovascular Anatomy & Pathology III	2
SDI 300	Specialty Imaging Ethics	3
SDI 364	Specialty Imaging Capstone	3
SDI 400	Practicum III	3
Semester Total		**11**

Total Program Credit Hours **30**

Administrative Clinic Professions (ACP) Programs

The Administrative Clinic Professions (ACP) program offers an Associate of Science in Medical Assisting (ASMA) degree and a certificate program in Medical Billing/Coding. The certificate in Medical Billing and Coding is not eligible for federal financial aid.

Philosophy

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

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

Associate of Science in Medical Assisting (ASMA)

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

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

Program Outcomes

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

Applying to the Medical Assisting Program

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

Medical Assisting Program - Admission and Selection Criteria

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

Requirements Prior to the Medical Assisting Program

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

Progression Requirements

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

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

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

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

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

Repeating a Medical Assisting Course

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

Prerequisite and Co-requisite Course

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

Medical Assisting Core – 33 Credit Hours

MACC 112 Introduction to Medical Assisting (1)
MACC 117 Introduction to Anatomy and Physiology (3)
MACC 111 Human Diseases (3)
MACC 118 Medical Terminology (3)
MACC 119 Introduction to Pharmacology (2)
MACC 151 Clinical Medical Assisting I (2)
MACC 152 Clinical Medical Assisting I Lab (2)
MACC 161 Administrative Medical Assisting I (2)
MACC 162 Administrative Medical Assisting I Lab (1)
MACC 171 Clinical Medical Assisting II (2)
MACC 172 Clinical Medical Assisting II Lab (2)
MACC 181 Administrative Medical Assisting II (2)
MACC 182 Administrative Medical Assisting II Lab (1)
MACC 295 Medical Assisting Practicum (4)
MACC 299 Medical Assisting Capstone (3)

Medical Assisting Core Suggested Plan of Study

Example 1 (Fall Start)

Fall – 1st 8 Weeks

MACC 112 Introduction to Medical Assisting (1)
MACC 117 Introduction to Anatomy and Physiology (3)
MACC 111 Human Diseases (3)
MACC 119 Introduction to Pharmacology (2)
MACC 118 Medical Terminology (3)
MACC 151 Clinical Medical Assisting I (2)
MACC 152 Clinical Medical Assisting I Lab (2)

Fall – 2nd 8 Weeks

MACC 161 Administrative Medical Assisting I (2)
MACC 162 Administrative Medical Assisting I Lab (1)
MACC 117 Introduction to Anatomy and Physiology (Continued)
MACC 111 Human Diseases (Continued)
MACC 118 Medical Terminology (Continued)
MACC 119 Introduction to Pharmacology (Continued)

Spring – 1st 8 Weeks

MACC 171 Clinical Medical Assisting II (2)
MACC 172 Clinical Medical Assisting II Lab (2)
MACC 299 Medical Assisting Capstone (3)

Spring – 2nd 8 Weeks

MACC 181 Administrative Medical Assisting II (2)
MACC 182 Administrative Medical Assisting II Lab (1)
MACC 295 Medical Assisting Practicum (4)
MACC 299 Medical Assisting Capstone (Continued)

Example 2 (Spring Start)

Spring – 1st 8 Weeks

MACC 112 Introduction to Medical Assisting (1)
MACC 117 Introduction to Anatomy and Physiology. (3)
MACC 111 Human Diseases (3)
MACC 119 Introduction to Pharmacology (2)
MACC 118 Medical Terminology (3)
MACC 171 Clinical Medical Assisting II (2)
MACC 172 Clinical Medical Assisting II Lab (2)

Spring – 2nd 8 Weeks

MACC 181 Administrative Medical Assisting II (2)
MACC 182 Administrative Medical Assisting II Lab (1)
MACC 117 Introduction to Anatomy and Physiology (Continued)
MACC 111 Human Diseases (Continued)
MACC 118 Medical Terminology (Continued)
MACC 119 Introduction to Pharmacology (Continued)

Fall – 1st 8 Weeks

MACC 151 Clinical Medical Assisting I (2)
MACC 152 Clinical Medical Assisting I Lab (2)
MACC 299 Medical Assisting Capstone (3)

Fall – 2nd 8 Weeks

MACC 161 Administrative Medical Assisting I (2)
MACC 162 Administrative Medical Assisting I Lab (1)
MACC 295 Medical Assisting Practicum (4)
MACC 299 Medical Assisting Capstone (Continued)

Medical Assisting Associate Degree Suggested Plan of Study

Example 1 (Fall Start)

Fall 1 – 19 credit hours

MACC 112 Introduction to Medical Assisting (1)
MACC 117 Introduction to Anatomy and Physiology (3)
MACC 111 Human Diseases (3)
MACC 119 Introduction to Pharmacology (2)
MACC 118 Medical Terminology (3)
MACC 151 Clinical Medical Assisting I (2)
MACC 152 Clinical Medical Assisting I Lab (2)
MACC 161 Administrative Medical Assisting I (2)
MACC 162 Administrative Medical Assisting I Lab (1)

Spring 1 – 14 credit hours

MACC 171 Clinical Medical Assisting II (2)
MACC 172 Clinical Medical Assisting II Lab (2)
MACC 181 Administrative Medical Assisting II (2)
MACC 182 Administrative Medical Assisting II Lab (1)
MACC 295 Medical Assisting Practicum (4)
MACC 299 Medical Assisting Capstone (3)

Fall 2 – 14 credit hours

PSYC 101 Introduction to Psychology (3)
CHEM 103 Fundamentals of Chemistry (4)
ENGL 150 English (3)
INFM 160 Computer Resources (1)
MATH 160 College Algebra (3)

Spring 2 – 13 credit hours

ENGL 207 Expository Writing (3)
BIOL 208 Microbiology (4)
BIOL 302 Principles of Human Nutrition (3)
MATH 227 Introduction to Statistics (3)

Example 2 (Spring Start)

Spring 1 – 18 credit hours

MACC 112 Introduction to Medical Assisting (1)
MACC 117 Introduction to Anatomy and Physiology (3)
MACC 111 Human Diseases (3)
MACC 119 Introduction to Pharmacology (2)
MACC 118 Medical Terminology (3)
MACC 171 Clinical Medical Assisting II (2)
MACC 172 Clinical Medical Assisting II Lab (2)
MACC 181 Administrative Medical Assisting II (2)
MACC 182 Administrative Medical Assisting II Lab (1)

Fall 1 – 15 credit hours

MACC 151 Clinical Medical Assisting I (2)
MACC 152 Clinical Medical Assisting I Lab (2)
MACC 161 Administrative Medical Assisting I (2)
MACC 162 Administrative Medical Assisting I Lab (1)
MACC 295 Medical Assisting Practicum (4.)
MACC 299 Medical Assisting Capstone (3)

Spring 2 – 14 credit hours

PSYC 101 Introduction to Psychology (3)
CHEM 103 Fundamentals of Chemistry (4)
ENGL 150 English (3)
INFM 160 Computer Resources (1)
MATH 160 College Algebra (3)

Fall 2 – 13 credit hours

ENGL 207 Expository Writing (3)
BIOL 208 Microbiology (4)
BIOL 302 Principles of Human Nutrition (3)
MATH 227 Introduction to Statistics (3)

Medical Assisting Associate Degree Completion – 27 Credit Hours

Required Courses (17 credit hours):
PSYC 101 Introduction to Psychology (3)
CHEM 103 Fundamentals of Chemistry (4)
ENGL 150 English (3)
ENGL 207 Expository Writing (3)
INFM 160 Computer Resources (1)
MATH 160 College Algebra (3)

General Elective Courses (choose 10 credit hours minimum)
BIOL 205 Human Anatomy (4)
BIOL 206 Human Physiology (4)
BIOL 208 Microbiology (4)
BIOL 302 Principles of Human Nutrition (3)
MACC 318 Health Information Management, etc. (3)
MACC 328 Health Care Delivery Systems (2)
MACC 338 Healthcare Reimbursement and Insurance (2)
MATH 227 Introduction. to Statistics (3)
PSYC 230 Life-span Development (3)
SOCI 101 Introduction to Sociology (3)
SOCI 304 Global Awareness and Cultural Diversity (3)

Medical Assisting Core Courses	**33 Credit Hours**
General Education (Degree Completion)	**27 Credit Hours**
Total ASMA Degree Requirements	**60 Credit Hours**

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

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

ASMA to ASN/BSN-E Bridge

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

Admission to the bridge program will be based on successfully completing the ASMA program by the start of the bridge program.

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

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

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

See ASN/BSN-E Track Requirements

ASMA to ASR Bridge

The bridge program between the Associate of Science in Medical Assisting (ASMA) and the Associate of Science in Radiography (ASR) only applies to Cox College ASMA Program graduates and last semester students. To apply applicants must meet all of the academic radiography policies and qualifications of the Radiography Program.

Admission to the bridge program will be based on successfully completing the ASMA program by the start of the bridge program.

Students bridging from the ASMA to ASR program must:
· Be a graduate of the Cox College ASMA program
· Meet the minimum program qualifications for desired program you are applying

See ASR Degree Track Requirements

Medical Billing/Coding Certificate Program

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

Outcome Criteria

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

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

Applying to the Medical Billing/Coding Certificate Program

To apply to the Medical Billing/Coding certificate program, a candidate must:

1. Complete the admissions procedure to Cox College.

Program Admission and Selection Criteria

Candidates are considered for admission into the Medical Billing/Coding certificate program based on the completion of Cox College application requirements and prior academic performance. Once a candidate has been notified of an offer for admission into the Medical Billing/Coding certificate program, the student should contact the Medical Billing/Coding instructor to register for classes.

Requirements for Progression

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

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

Certificate Requirements

Certificate requirements must be met within three years of admission into the Medical Billing/Coding certificate program. A student who withdraws or does not achieve a grade of 75% or higher in any co-requisite course will not be allowed to progress to the next Medical Billing/Coding course until the co-requisite requirement is successfully completed. If withdrawal of a co-requisite course occurs, withdrawal in the concurrent Medical Billing/Coding course will

also be required. If progression in the Medical Billing/Coding certificate program is interrupted for this or any reason, enrollment will be resumed on a space-available basis.

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

Certificate Requirements

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

Medical Billing/Coding Program Suggested Course of Study

Semester 1	**Credit Hours**
Medical Terminology	3
Introduction to Anatomy & Physiology	3
Human Disease	3
Introduction to Pharmacology	2
Semester Total	11

Semester 2	**Credit Hours**
Healthcare Delivery Systems	2
Electronic Health Records	2
ICD-10-CM/PCS Coding	3
Health Information Management, Ethics, and Medical Law	3
ICD-10-PCS Root Procedures	2
S**emester Total**	12

Semester 3	**Credit Hours**
CPT Coding I	2
CPT Coding II	1
Advanced Coding	4
Healthcare Reimbursement and Insurance	2
Semester Total	9

Semester 4	**Credit Hours**
Medical Billing/Coding Practicum	4
Medical Coding Capstone	2
Semester Total	6

Program Total	38

Medical Billing/Coding Prerequisites and Co-requisites

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

Division of Interprofessional Research & Graduate Studies

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

Mission

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

Master of Science in Nursing (MSN) Degree

Mission

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

Philosophy of Nursing

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

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

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

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

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

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

Learning is a lifelong process influenced by conditions in the environment. Evidenced by changes in behavior, learning involves development in the cognitive, affective and psychomotor domains. Students are expected to be self-directed, goal-oriented and actively involved in the learning process. Faculty facilitates the learning process by creating a flexible environment and planning goal-oriented experiences. Respect for individuality, freedom of expression, shared decision making and mutual trust promote reciprocal relationships and create an optimal learning environment. Faculty accepts responsibility for acting as role models and stimulating intellectual

curiosity, critical thinking, self-awareness and promoting lifelong learning.

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

Graduate education in nursing further prepares registered nurses who have professional knowledge and experience in leadership, advanced practice and education. The graduate program builds upon a foundational baccalaureate education by providing opportunities for professional registered nurses to develop expertise in the role of family nurse practitioner (FNP) or nurse educator (NE). These advanced practice roles provide a portal for meeting the needs of an evolving health care delivery system. Core graduate coursework facilitates dialogue within the interrelated context of clinical practice and education. (Revised 10/2011)

Cox College's MSN program was designed for the working nurse and can be completed in18-22 months of fulltime study. The course work is primarily online with limited seated attendance. The curriculum is designed to allow admission throughout the academic year.

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

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

Program Tracks

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

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

MSN Graduate Outcomes

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

1. The graduate will demonstrate ethical conduct and decision making within their specific healthcare practice area.
2. The graduate will integrate role specific practice expertise in the advancement of nursing science.
3. The graduate will communicate effectively with multidisciplinary professionals within healthcare and educational systems, while adhering to the ethical use of communication technologies.

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

Applying to the Master of Science in Nursing Program
To apply to the MSN program, a candidate must:

1. Complete Cox College Graduate application.
2. Submit a nonrefundable application fee of $50.00.
3. Submit official transcripts from all accredited post-secondary institutions attended.
4. Have a cumulative GPA of 3.0 or greater on professional component courses.
5. Students with GPA <3.0 and >2.5 may be granted provisional acceptance for one semester or minimum of six credit hours.
6. Submit copy of current RN licensure (un-encumbered)
7. Submit two letters of recommendation
   If you have attended Cox College in the past, one of your references must be from a faculty member. Other reference needs to be a co-worker or a direct supervisor.
8. Submit an essay addressing track specific issues, as described on the application form. Submission of the essay needs to be in APA format, references are expected. No greater than 500 words.
9. Once your file is complete you will be contacted to schedule an interview.

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

Requirements Prior to the MSN Program

- Verification of immunizations and additional requirements (see Admissions – Requirements prior to first department-specific course.) must be provided by all MSN students **prior** to the start of the first graduate course.
- Current unrestricted RN license.

Grades in MSN program
Grades of "A" and "B" are passing grades. Grades of a "C, D, or F" are not considered passing. Students are permitted one grade of "C" and it must be repeated. The cumulative GPA must not fall below 3.0 (See probation policy statement below). Students with a "second C, first D or F" course grade cannot be repeated and will be dismissed.

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

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

- A grade of "B" or better in all courses

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

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

Requirements for graduation with the Master's degree include:

- **The satisfactory completion of all courses listed in the student's approved program.**
- **A cumulative graduate GPA of 3.0 or greater.**
- **Completion of all approved program courses within five years of admission to the MSN program.**
- **Completion of end of program assessments.**

Deadline for applying for graduation is published on the academic calendar available on the Web site. If a student does not complete the final course requirements, a new program application must be submitted.

Master of Science in Nursing (MSN) Degree Requirements

Course Number	Course Name	Credit Hours
MSN 502	Leadership in Health Care and Nursing Education Systems	3
MSN 504	Advanced Physiology and Pathophysiology	3
MSN 506	Ethical and Legal Practice in Health Care	3
MSN 508	Role of the Advanced Practice Nurse I^	1
MSN 510	Advanced Pharmacology	3
MSN 512	Advanced Physical Assessment (includes 60 clinical hours)	3
MSN 525	Evidence-based Practice (EBP) in Health Care	4
MSN 528/529	EBP Project Design & Implementation	1 & 1
MSN 604	Educational Theory and Practice*	3
MSN 608	Instructional Strategies and Technologies*	3
MSN 615	Nurse Educator Practicum 1*	3
MSN 616	Nurse Educator Practicum II*	6
MSN 620	Health Promo/Prevention in Primary Care (HPPPC) I^ Adult through Aging	3

MSN 621	HPPPC I Clinical Practicum (includes 180 clinical hours) ^	3
MSN 622	Health Promo/Prevention in Primary Care (HPPPC) II^ Women's Health/Reproductive	3
MSN 623	HPPPC II Clinical Practicum (includes 60 clinical hours) ^	1
MSN 624	Health Promo/Prevention in Primary Care (HPPPC) III^ Newborn to Adolescent	3
MSN 625	HPPPC III Clinical Practicum (includes 120 clinical hours) ^	2
MSN 626	Role of the Advance Practice Nurse II^	1
MSN 628	Advance Practice Practicum & Research^ (includes 240 clinical hours)	4

NOTE: MSN program core courses have a 500 number and the MSN "track" courses have a 600 number.

^Family Nurse Practitioner Track * Nurse Educator Track

MSN Prerequisites* and Co-requisites**

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

COURSE TITLE	MSN COURSE #	PREREQUISITE(S)	PRE/CO-REQUISITES
LEADERSHIP IN HEALTH CARE AND NURSING EDUCATION SYSTEMS	502	UNDERGRADUATE LEADERSHIP OR EQUIVALENT	NONE
ADVANCED PHYSIOLOGY AND PATHOPHYSIOLOGY	504	UNDERGRADUATE PATHOPHYSIOLOGY OR EQUIVALENT	
ETHICAL AND LEGAL PRACTICE IN HEALTH CARE	506	UNDERGRADUATE ETHICS OR EQUIVALENT	
ROLE OF THE ADVANCED PRACTICE NURSE I	508 (FNP)	CURRENT RN-BSN OR ADMISSION TO MSN	
ADVANCED PHARMACOLOGY	510	UNDERGRADUATE PHARMACOLOGYOR EQUIVALENT(IF STUDENT DID NOT HAVE DISCRETE UNDERGRADUATECOURSE, STRONGLY ENCOURAGED DISCUSSIONWITH ADVISOR)	
ADVANCED PHYSICAL ASSESSMENT	512	UNDERGRADUATE ASSESSMENT OR EQUIVALENT	
EVIDENCE-BASED PRACTICE IN HEALTH CARE	525	MATH 227 & UNDERGRADUATE RESEARCH OR EQUIVALENT	
EBP PROJECT DESIGN &	528/529	MSN 525 OR	

IMPLEMENTATION		EQUIVALENT	
EDUCATIONAL THEORY AND PRACTICE	604 (NE)	ADMISSION TO GRADUATE PROGRAM	
INSTRUCTIONAL STRATEGIES AND TECHNOLOGIES	608 (NE)	ADMISSION TO GRADUATE PROGRAM	
NURSE EDUCATOR PRACTICUM AND RESEARCH I	615 (NE)	502, 504, 506, 510, 512, 608	525, 604
NURSE EDUCATOR PRACTICUM AND RESEARCH II	616 (NE)	502, 504, 506, 510, 512, 608, 615	525, 604, 615
HEALTH PROMOTION/PREVENTION IN PRIMARY CARE: ADULT THROUGH AGING	620 (FNP)	504, 510, 512	621
HEALTH PROMOTION/PREVENTION IN PRIMARY CARE: ADULT THROUGH AGING PRACTICUM	621(FNP)		620
HEALTH PROMOTION/PREVENTION IN PRIMARY CARE: WOMEN'S HEALTH/REPRODUCTIVE	622 (FNP)	504, 510, 512, 620, 621	623, 624, 625
HEALTH PROMOTION/PREVENTION IN PRIMARY CARE: WOMEN'S HEALTH/REPRODUCTIVE PRACTICUM	623 (FNP)		622, 624, 625
HEALTH PROMOTION/PREVENTION IN PRIMARY CARE: NEWBORN TO ADOLESCENT	624 (FNP)		622, 623, 625
HEALTH PROMOTION/PREVENTION IN PRIMARY CARE: NEWBORN TO ADOLESCENT PRACTICUM	625 (FNP)		623
ROLE OF THE ADVANCED PRACTICE NURSE II	626 (FNP)	504, 510, 512, 514, 620, 621, 622, 623, 624, 625	628
ADVANCE PRACTICE PRACTICUM AND RESEARCH	628 (FNP)		225, 626

* A prerequisite is defined as a course that must be completed before acceptance into a higher-level course.

* A Pre/Co-requisite is defined as a course that may be taken prior to OR simultaneously with the higher-level course.

MSN Program: Family Nurse Practitioner (FNP) Track

Suggested Two Year Plan of Study*

Year 1

Fall Semester		Spring Semester	
MSN 508 Role of APN (8 weeks)	1	MSN 620/621 Adult to Aging practicum (16 weeks)	6
MSN 504 Adv Patho (16 weeks)	3	MSN 506 Ethical/Legal (8 weeks)	3
MSN 510 Adv Pharm (16 weeks)	3	MSN 525 EBP in Health Care	4
MSN 512 Adv Assessment (8 weeks)	3		
MSN 502 Leadership	3		
	13		13

Year 2

Fall Semester		Spring Semester	
MSN 624/625 Newborn to Adolescent practicum (16 weeks)	5	MSN 628 Adv Practice Practicum (16 weeks)	4
MSN 622/623 Women's Health practicum (8 weeks)	4	MSN 626 Role of APN II (8 weeks)	1
MSN 528 EBP Project Design & Implementation	1	MSN 529 EBP Project Design & Implementation	1
	10		6

Total Credit Hours 42

***MSN: FNP part-time course of study will be determined with advisor.**

MSN Program: Nurse Educator (NE) Track

Suggested Two Year Plan of Study*

Year 1

Fall Semester		Spring Semester	
MSN 504 Adv Patho (16 weeks)	3	MSN 506 Ethical/Legal (2^{nd} 8 weeks)	3
MSN 510 Adv Pharm (16 weeks)	3	MSN 525 EBP in Health Care	4
MSN 512 Adv Assessment (8 weeks)	3	MSN 604 Ed Theory/Practice (2^{nd} 8 weeks)	3
*may add an elective			
	9		10

Year 2

Fall Semester		Spring Semester	
MSN 502 Leadership	1	MSN 529 EBP Project Design & Implementation	1
MSN 528 EBP Project Design & Implementation	3	MSN 616 NE Practicum II	6
MSN 608 Instructional Strategies	3		
MSN 615 NE Practicum I			
	10		7

Total Credit Hours 36

***MSN: NE part-time course of study will be determined with advisor.**

MSN Post-Master's Certificate, FNP

Plan of Study

Fall Semester Year 1	Credit hour	Spring Semester	Credit hour
MSN 508 Role of the Advance Practice Nurse I (if required)	1	MSN 620/621 Health Promotion/Prevention in Primary Care: Adult through Aging	6
Year 2			
MSN 622/623 Women's Health	4	MSN 626 Role of the Advance Practice Nurse II	1
MSN 624/625 Promotion/Prevention in Primary Care: Newborn to Adolescent	5	MSN 628 Advanced Practicum and Research	4

MSN Post-Master's Certificate, NE

Plan of Study

Fall Semester Year 1	Credit hour	Spring Semester	Credit hour
		MSN 604 Educational Theory & Practice	3
Year 2			
MSN 608 Instructional Strategies & Technologies	3	MSN 616 Nurse Educator Practicum II	6
MSN 615 Nurse Educator Practicum I	3		

Master of Science in Nutrition Diagnostics/Dietetic Internship (MND/DI) Degree

Mission

The Cox College Master of Science in Nutrition Diagnostics/Dietetic Internship is dedicated to excellence in the preparation of competent dietetic professionals committed to serving their communities, their profession and to transforming the future of nutrition in health care.

Philosophy

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

Cox College's MND/DI is a 22 month combined program for individuals who have completed at least a bachelor's degree, as well as accredited Didactic Program in Dietetics (DPD) coursework requirements. The MND/DI provides the supervised practice experience that is required to be eligible to take the registration examination for dietitians. The combined program offers students the opportunity to complete a Master of Science in Nutrition Diagnostics as a component of the required supervised practice component. The MND/DI program has a concentration in nutrition diagnostics and is designed to meet the competencies for entry-level practice as an RD. The program is designed to enhance and expand practice skills in clinical nutrition utilizing Kight's advanced level practice modeling in nutrition diagnostics. The program requires completion of a 44 credit Master's Degree, a research project utilizing the nutriokinetic/nutriodynamic modeling and approximately 1450-1470 hours of supervised practice experiences that span the 22 month length of the program.

The student must successfully complete the objectives for each supervised practice experience and meet all requirements for the MND, including writing and presenting a research project. Upon satisfactory completion of both the MND degree and the dietetic internship, students will be provided with an AND Verification Statement indicating their eligibility to sit for the Registration Examination for Dietitians.

MND/DI as a Cohort Program

The Cox College MND/DI cohort program is designed for students to experience the supervised practice experiences and graduate courses as a community of learners. The support gained by these experiences leads to academic success, as well as higher retention/increased likelihood of program completion. The cohort of students will start at the same time and graduate at the same time, completing requirements for supervised practice and the graduate program in a two year time frame. At that time, all students will receive the AND Verification Statement (indicating eligibility to sit for the Registration Examination for Dietitians) and the Master of Science in Nutrition Diagnostics.

All students will take the same courses at the same time, as well as complete the supervised practice rotations in the same time frame. Cohort status will be lost if the student drops out or does not maintain a grade of "B" average. The student may be given the option to restart as a student in a subsequent cohort. See details in the Progression Section.

Goals and Objectives

Prepare graduates to become competent entry level dietitians

- First time pass rate of 80% or greater over a 5 year period on the RD exam
- 80% of employers will rate graduate preparation for the profession as adequately or well prepared
- 90% of students will complete the program with their cohort

Develop skill in the nutrition diagnostic approach to the practice of clinical nutrition

- 80% of employers will rate graduate practice experiences in nutrition diagnostics as adequate or very adequate
- 80% of graduates will rate preparation in nutrition diagnostics as adequate or well prepared
- Over a 5 year period, 70% of graduates seeking gainful employment in dietetics will find employment within in 12 months of program completion

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

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

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

- 25% of graduates will seek employment in southwest Missouri or the Midwest region
- 90% of students will complete the program with their cohort
- First time pass rate of 80% or greater over a 5 year period on the RD exam
- Over a 5 year period, 70% of graduates seeking gainful employment in dietetics will find employment within in 12 months of program completion

MND/DI Requirements

Course Number	Course Name	Credit Hours
MND 501	Nutritional Counseling and Education Methods	1
MND 517	Contemporary Topics in Food & Nutrition 1	1
MND 520	Introduction to Critical Thinking	1
MND 523	Pharmacologic Concepts for Practice	2
MND 530	Supervised Practice	3
MND 535	Introduction to Nutrition Diagnostics & Nutrition Assessment	3
MND 540	Nutrition Diagnostics & Assessment Lab	1
MND 545	Nutrition Focused Physical Exam 1	2
MND 550	Nutriokinetics/Nutriodynamics	3
MND 555	Applied MNT1	4
MND 570	Applied MNT2	1
MND 580	Contemporary Topics in Food & Nutrition 2	2
MND 600	Research Application in Nutrition Diagnostics 1	3
MND 610	Nutrition Focused Physical Exam 2	2
MND 620	Advanced Applied MNT 1	2
MND 630	Advanced Applied MNT 2	2
MND 640	Advanced Nutrition Assessment	3
MND 650	Advanced Geriatrics	2
MND 660	Research Application in Nutrition Diagnostics 2	1
MND 670	Advanced Pharmacology Applications	1
MSN 525/ MND 525	Evidence Based Practice in Health Care	4

MND/DI
22 Month Plan of Study

Year 1

Fall Intercession	Credits	Fall Semester	Credits	Spring Semester	Credits
MND 517 Contemporary Topics in Food & Nutrition 1	1	**MND 520** Introduction to Critical Thinking **MND 523** Pharmacologic Concepts for Practice **MND 530** Supervised Practice **MND 535** Intro to Nutrition Diagnostics & Nutrition Assessment **MND 501** Nutritional Counseling and Education Methods **MND 540** Nutrition Diagnostics & Assessment - Lab	1 2 3 3 1 1	**MND 545** Nutrition Focused Physical Exam 1 **MND 550** Nutriokinetics/ Nutriodynamics **MND 555** Applied MNT1	2 4 3
Total	**1**	**Total**	**11**	**Total**	**9**

Year 2

Summer Semester	**Credits**	**Fall Semester**	**Credits**	**Spring Semester**	**Credits**
MSN 525/MND 525 Evidence Based Practice **MND 570** Applied MNT2	4 1	**MND 580** Contemporary Topics in Food & Nutrition 2 **MND 600** Research Application in Nutrition Diagnostics 1 **MND 610** Nutrition Focused Physical Exam 2 **MND 620** Advanced Applied MNT 1- Clinical & lecture	2 3 2 2	**MND 630** Advanced Applied MNT 2 – Clinical & lecture MND **640** Advanced Nutrition Assessment MND **650** Advanced Geriatrics MND **660** Research Application in Nutrition Diagnostics 2 MND **670** Advanced Pharmacology Applications	2 3 2 1 1
Total	**5**	**Total**	**9**	**Total**	**9**

Total credit hours: 44

MND/DI Prerequisites/Co-requisites

Course number	Prerequisite*	Prerequisite/Co-requisite**
MND 501	BS in dietetics or equivalent	
MND 517	BS in dietetics or equivalent	
MND 520	BS in dietetics or equivalent	
MND 523	BS in dietetics or equivalent	
MND 530	BS in dietetics or equivalent	
MND 535	BS in dietetics or equivalent	
MND 540	MND 530 & MND 535	
MND 545	MND 535 or permission from the instructor	
MND 550	MND 535 or permission from the instructor	
MND 555	MND 530	
MND 570	MND 555	
MND 580	BS in dietetics or equivalent	
MND 600	MND 545 & MND 550	
MND 610	MND 545	
MND 620		MND 610
MND 630	MND 620	
MND 640		MND 630 or permission from the instructor
MND 650		MND 630, MND 640 or permission from instructor

MND 660	MND 600	
MND 670	MND 523	
MSN 525/MND 525	BS in dietetics or equivalent, Statistics course	

* A prerequisite is defined as a course that must be completed before acceptance into a higher-level course.
* *A Pre/Co-requisite is defined as a course that may be taken prior to OR simultaneously with the higher level course.

MND Grading Scale
The Cox College grading scale is a 10-point scale. There are no + or – grades.

A = 100 – 90%
B = 89 – 80%
C = 79 – 70%
D = 69 – 60%

Progression - Coursework

1. The student must achieve a grade of 70% or higher and receive a "pass" in pass/fail courses. Failure to meet these criteria results in loss of cohort status and dismissal from the program.
2. The student must achieve a cumulative GPA of 3.0 or higher for successful completion of the program.
    a. If a student has a cumulative GPA of less than 3.0 in any given semester, the student will be placed on academic probation for one semester to bring cumulative GPA to 3.0 or higher
    b. If GPA does not improve to 3.0 or higher in the succeeding semester, cohort status will be lost and student will be dismissed from the program.
3. Failure to pass supervised practice courses (i.e. MND 530, MND 555, and MND 570) also results in loss of cohort status and program dismissal.

* The student may be given the option to restart as a student in the next cohort, with permission of the MND program faculty. The courses with an earned grade of 79% or less and/or 'fail' in the supervised practice courses must be repeated. A maximum of 2 courses will be allowed to be repeated

Progression – MND Comprehensive Exams
The student must successfully pass 4 semester comprehensive exams (Fall & Spring, Year 1 & 2) that evaluate MND competencies. The student may retake the exam one time. Failure to pass the comprehensive exams may result in dismissal and loss of cohort status.

Progression – ACEND & Nutrition Diagnostic Competencies
The student must successfully meet the ACEND required learning outcomes/competencies that reflect the minimal level of expertise that is required for entry level practice. In addition, the

student must also be competent in Nutrition Diagnostics as reflected in the program specific competencies.

Successful Completion

The ACEND competencies reflect the minimal level of expertise the intern must achieve as stated in the Cox College Master of Science in Nutrition Diagnostics/Dietetic Internship Student Handbook. In addition to the minimal level of expertise required by ACEND, satisfactory performance is required in the following if a student wishes to receive a verification statement and graduate degree from Cox College (verification statement granted upon completion of all of the criteria listed below):

- Satisfactory completion of all supervised practice rotations, as evaluated by MND/DI program director, college faculty and preceptors
- Attendance at all required internship/program meetings, including, but not limited to, SWMDA meetings.
- Satisfactory completion of all courses required in the MND/DI plan of study
- Graduate GPA of 3.0 or greater
- Completion of all other degree requirements
- Successful passing of MND Comprehensive Exams

Note – the maximum time allowed to complete all program requirements (defined above as successful completion) is 5 years.

Applying

- Admission to the MND/Dietetic Internship requires concurrent admission to the Cox College Graduate Department. Applicants must complete two different online application forms, one for the internship (DICAS system – see below) and one for the Cox College Graduate Department.
- In addition, before beginning the MND/Dietetic Internship, all students must provide official transcripts showing completion of at least a bachelor's degree from an accredited college or university and also a signed verification statement from an ACEND-accredited Didactic Program in Dietetics.
- The MND/ Dietetic Internship utilizes the online DICAS application system and D&D Digital computer matching application process.
- The program is using the on-line centralized internship application, DICAS, e-mail DICASinfo@DICAS.org. **The on-line application must be completed for our program by 11:59 pm Central Time on February 15**. The fee to use DICAS is $40 for the first application submitted and $20 for each additional application.
- Official Transcripts from all colleges and universities attended should be sent to: DICAS - Transcript Dept., PO Box 9118, Watertown, MA, 02472.
- When completing the application form, applicants must include the name and contact information (specifically an e-mail address) for each reference. This will trigger an e-mail message requesting completion of a reference form. The form will be completed on-line. Students submitting more than one application will need to use the same individuals as references for each application.

- Applicants must also register online with D&D Digital **for computer matching and select dietetic internship priority choices by 11:59 pm Central Time on February 15**. There is a $50 computer matching fee. The matching code for Cox College is 173. For more information on the computer matching process go to www.dnddigital.com, or contact them at:

  D&D Digital Systems, Inc.
  304 Main Street, Suite 301
  Ames, IA 50010
  Phone: 515-292-0490

Applicants Requirements

- Provide an AND Verification Statement or Declaration of Intent to Complete a Didactic Program in Dietetics (DPD) – submitted with the DICAS online application.
- Provide official transcripts showing completion of at least a bachelor's degree from an accredited college or university (bachelor's degree must be completed before beginning program in August) - submitted with the DICAS online application.
- Request 3 letters of recommendation - submitted with the DICAS online application.
  - DPD Director
  - Food, Nutrition or Dietetics Professor/Instructor
  - Work supervisor – preferably in food, dietetics area
- Provide a resume or curriculum vita - submitted with the DICAS online application
- Provide a 1-2 page personal statement addressing the following – submitted with the DICAS online application
  - Describe the significant professional responsibilities you have held.
  - State your professional goals and reasons for desiring to enroll in this MND/DI program.
  - Describe your strengths that will help you succeed in the program and in reaching your professional goals.
  - Indicate your personal practice interests as specifically as possible, including any previous practice experience you may have acquired.
  - Demonstration of good communication skills, professionalism, self-direction, flexibility, potential to complete the entire curriculum, and motivation to work in a fast-paced academic program and site environment.
  - Describe weaknesses and/or opportunities for improvement
- A cumulative GPA of 3.0 or higher
- A cumulative GPA of 3.0 or higher in the sciences is strongly recommended
- Completion of statistics course for admission into the Graduate Department
- Graduate Records Exam (GRE) is not required.
- Apply online for admission into the Cox College Graduate Department, MND/DI via the AND DICAS system by February 15th.

Selection procedure

Selection of the successful applicants is made by a committee composed of the MND/DI Chair, college faculty and internship preceptors who are RDs. Selection of the successful applicants is based on the committee's assessment of the individual's potential in the program and potential as a practicing dietitian. The committee will use grade point average (overall, science, MNT/nutrition core courses), the personal statement, past work experience (employment in nutrition/dietetics in the past 3 years is emphasized), and letters of recommendation as well as face to face or Skype interviews (conducted for students who are greater than 250 miles from Springfield) to make this assessment. Additional screening/evaluation pieces may be required and have associated fees. This selection process also follows the rules governing the computer matching process used by AND in cooperation with D & D Digital Systems.

- **Note:** Admission to the graduate program in the College does **not** grant a student admission to the MND/DI. MND/DI applications are reviewed by a selection committee **after** admission to the graduate program. MND/DI appointments are awarded on a competitive basis through computer matching process used by AND in co-operation with D&D Digital Systems, Ames, IA. Following computer matching appointment, students must pass a criminal background check and drug screen

Non-Degree Seeking Status

Registered or registered eligible students may take up to 10 hours of graduate coursework (as courses are available) without admittance to the MND program. Non RD/non-RD eligible individuals may take courses on a case by case basis. Contact program faculty for details. The following are required to take any MND coursework:

1. Applicants must complete the online application form for the Cox College Graduate Department.
2. Applicants having completed an internship must provide evidence of eligibility to take the Registration Examination for Dietitians or RD status.
3. Provide official college transcripts.
4. Have a cumulative GPA of 3.0 or higher
5. Permission of program faculty

Master of Science in Occupational Therapy (MSOT) Degree

Mission

The Department's *mission* is to educate entry-level, generalist occupational therapists who are competent in providing evidence-based care in interdisciplinary and multicultural settings. Program graduates will be committed to lifelong learning in order to enhance the health and participation of local and global communities.

Philosophy

The Department of Occupational Therapy shares the philosophy of the profession in that "people of all ages and abilities require occupation to grow and thrive."(Hooper & Wood, 2014). In keeping with the Cox College mission of commitment to excellence by "meeting the educational needs of students and the health care community," the Occupational Therapy program views occupation, occupational performance, and occupational participation as fundamental principles for organizing the curriculum including service learning projects and active teaching/learning processes (learning through doing). Embedded within the curricular design is the singular principle that an individual's occupational performance can be positively shaped by focus on the "whole person" and attending to his/her physical, psychological, spiritual, social and cultural concerns as influenced by both internal environment (within a person) and the external environment (outside a person). Using these guiding concepts, students are encouraged to develop the capacity to examine and analyze the occupations people perform as well as enable the students to use occupation as the medium to assist people and communities to "live life to its fullest."

Accreditation Information

Cox College applied to the Accreditation Council for Occupational Therapy Education (ACOTE) for **candidacy** status in 2013; it was granted in late 2013. The first class was admitted in Fall 2015. The *Accreditation Council for Occupational Therapy Education (ACOTE)* of the *American Occupational Therapy Association (AOTA)*, is located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its Web address is www.acoteonline.org. A comprehensive review document will be submitted to ACOTE no later than August 1 of 2016. The document will be reviewed by three reviewers in its entirety, with any changes, explanations or areas of concern addressed in writing by the end of the Fall 2016 semester. If acceptable to ACOTE, a formal site visit (scheduled for April 24-26, 2017) takes place prior to the graduation of the first class. Final ACOTE approval is anticipated by June of 2017.

The Cox College Occupational Therapy website will reflect the program's status as it proceeds through the accreditation process.

Accreditation of the occupational therapy program permits Cox College occupational therapy graduates to take the National Board for the Certification of Occupational Therapy (NBCOT) comprehensive exam. NBCOT is the official accreditation body of the profession; a passing score on the certification exam is required to practice in all 50 states. Additionally, graduates must submit their NBCOT scores for licensure in the respective state(s) where they intend to practice. ***Note that a felony conviction may affect a graduate's "ability to sit for the NBCOT certification or attain state licensure".***

Cohort Program

Each year 25 students will be admitted to the graduate program in occupational therapy. Once a student enters the program, he/she will become part of a cohort, a group of 25 who go through all the on-site courses together. Level II Fieldwork will be individually assigned.
The program is a full-time, 74 credit program designed to prepare graduates to be eligible to take the NBCOT examination and subsequently be eligible for licensure as an Occupational Therapist. The 2.5 year program includes both level I part time clinical experiences and 24 weeks of full time level II fieldwork.

Cohort status will be lost if the student drops out or does not maintain a 3.0 overall GPA. Failure of any course will require successful retake of that course with a grade of B or better; the student will not continue in the original cohort, but will join the next cohort. Two failures are grounds for dismissal from the program. The final decision of dismissal will be made by the Dean.

The required 24 weeks of full-time Level II fieldwork must be completed within 24 months following the completion of the didactic component of the program unless granted an extension for extenuating circumstances by the program Faculty Review Committee and the Dean.

Academic Probation/Suspension

MSOT students will be placed on academic probation when:

1. The semester or cumulative GPA falls below 3.0.
2. If a student is on academic probation for two consecutive semesters, the student may be suspended/dismissed at the end of the second consecutive semester. The student will be notified in writing when placed on academic probation and/or suspension.
3. Two failures are grounds for dismissal from the program. The final decision of dismissal will be made by the Dean.

The required 24 weeks of full-time Level II fieldwork must be completed within 24 months following the completion of the didactic component of the program unless granted an extension for extenuating circumstances by the program Faculty Review Committee and the Dean. 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.

Expectations of the Graduate

Upon completion of the program, graduates are expected to:

- Master entry-level proficiencies in occupational therapy knowledge and practice skills with individuals across the lifespan.
- Display professional behavior, cultural competence, ethical values, and life-long commitment to the pursuit of current and evidence-based professional knowledge and practice.
- Use multiple resources to guide evidence-based clinical decisions to competently fulfill the responsibilities of an occupational therapist’s role as an inter-professional team member within complex and changing health care and community environments.

- Demonstrate a commitment to advocate for diverse populations of clients relative to access to health, education, rehabilitation and habilitation services to enhance quality of life and social participation.

Admission Requirements

The occupational therapy program begins in the fall of each academic year. Applications are accepted for consideration from September until early March. To apply to the occupational therapy program students must:

1. Hold a baccalaureate degree with a cumulative GPA of at least a 3.0 or have completed at least 90 college undergraduate credit hours with a cumulative GPA of at least 3.0.
2. 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 credits to a minimum of 90.
3. Complete the required pre-requisite courses (see below) before starting the MSOT program. Must have a combined GPA of 3.0 or higher in these courses.
4. A minimum of 15 hours of Occupational Therapy observations in two different practice settings (i.e., outpatient rehabilitation, inpatient rehabilitation, hand therapy clinic, long term care facilities, schools or specialty settings) is required. (Observation form is listed in OTCAS). *This requirement is waived for OTA candidates.*
5. Complete 15 hours of volunteering is required and must be recorded and signed by a volunteer coordinator or supervisor. (Volunteer form is listed in OTCAS). *This requirement is waived for OTA candidates.*
6. Submit 3 professional references. *Note: one must be from a registered occupational therapist.* (References should be added to OTCAS application.)
7. Submit personal essay of no greater than 500 words to OTCAS addressing why the applicant has chosen occupational therapy as a career.
8. Basic life support (BLS) for Healthcare Providers course is required prior to program start date. This course should be from an American Heart Association authorized training facility.

Admissions Process:

Use the Centralized Application Service for Occupational Therapy (OTCAS).

1. Apply online at https://portal.otcas.org/
2. Select Cox College as the institution choice for admission to this program.
3. Submit the following to OTCAS
    a. Official transcripts
    b. Three professional references (one must be an OT)
    c. Observation form
    d. Volunteer form
    e. Personal Essay
4. Apply to Cox College (http://coxcollege.edu/index.php/applications); submit graduate application and $50 application fee.
5. Complete the FAFSA application at www.FASFA.gov . Our school code is 013877. Contact our Financial Aid office (417-269-3401) for questions or assistance.
6. Apply for institutional scholarships at http://www.coxcollege.edu/scholarships.

7. Personal interview: applicants who have completed the OTCAS requirements listed above, and who are in the top 40% of admission rubric scores will be invited for a short interview. Individuals living more than 30 miles from Springfield may request a SKYPE interview. Applicants will be evaluated on 4 factors; GPA, essay, and references; the interview will be the fourth and final factor. An interview does not guarantee acceptance into the program.

Additional Information

- Students accepted for entry into the occupational therapy program must complete all outstanding conditions prior to the start date of the program. Failure to do so may result in denial of admission to the program.
- Students transferring from another occupational therapy program will not be given advanced standing and may only transfer 6 credits. Any transferred classes must have a syllabus available for review by the program director/advisor.
- Students may take their prerequisite courses at Cox College or other institutions. Please provide a syllabus for courses that may need review by Cox staff.

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 their first clinical experience. (You **cannot** go to any clinical setting without it; failure to provide information may result in dismissal.) Generally, this should be done prior to start of classes.

Prerequisite Courses

Human Anatomy & Physiology I, with lab*	4
Human Anatomy & Physiology II, with lab*	4
General/Introductory Psychology	3
Abnormal Psychology	3
Introduction to Sociology or Anthropology	3
Lifespan Development/Developmental Psychology	3
English Composition	3
Statistics (Biostats or Psych stats)*	3
Medical Terminology (may be taken online; need proof of proficiency)	1

*must be taken within 5 years of application to the program

The above courses may vary by course name depending on the institution. If there is a question, please provide the syllabus and/or course name and number, and contact either the Admissions Office and/or the program chair.

Students should have a strong working knowledge of computers and experience in an online learning environment. Cox College offers a computer course (INFM 160) the week before the start of the fall semester for students need to enhance their basic computer skills.

Occupational therapists need strong interpersonal, communication and writing skills. Courses and support resources are offered at Cox College (and other colleges) and should be taken prior to starting the program.

Degree Requirements

Graduates must have achieved a minimum GPA of 3.0 to be eligible for a masters degree.

Professional courses	68 credits
Clinical Education	6 credits
Total	**74 credits**

Course Number	Course Name	Credit Hours
Year One		
MSOT 502	Applied Anatomy & Kinesiology	4 credits
MSOT 510	Professional & Therapeutic Use of Self	3 credits
MSOT 515	Human Conditions & Occupational Dysfunction	3 credits
MSOT 520	Occupational Therapy Foundations& Activity Analysis	3 credits
MSOT 525	Development and Human Occupations	3 credits
MSOT 535	The Occupational Therapy Process	2 credits
MSOT 540	Applied Neuroscience	3 credits
MSOT 545	Assessment, Evidence & Intervention I Fieldwork I-A	4 credits
MSOT 550	Vision, Perception & Cognition	3 credits
MSOT 555	Research Design & Evidence in Occupational Therapy	3 credits
MSOT 560	Group Process in Occupational Therapy	1 credit
MSOT 570	Innovations and Technology to Support Occupational Performance	3 credits
Year Two		
MSOT 550	Vision, Perception & Cognition	3 credits
MSOT 575	Health Care Administration & Management	3 credits
MSOT 580	Assessment, Evidence & Intervention II Fieldwork I-B	4 credits
MSOT 605	Research Project I	3 credits
MSOT 565	Ethics, Culture & Global Perspectives	3 credits
MSOT 610	Assessment, Evidence & Intervention III Fieldwork I-C	4 credits
MSOT 620	Assessment, Evidence & Intervention IV Fieldwork I-D	4 credits
MSOT 650	Research Project II	3 credits
MSOT 625	Creative Leadership & Entrepreneurship	3 credits
Year 2.5 Summer - Fall		
MSOT 670	Level 2 Fieldwork Summer	3 credits
MSOT 691	Research & Clinical Synthesis	3 credits
MSOT 675	Level 2 Fieldwork Fall	3 credits
MSOT 693	Research & Clinical Synthesis II	3 credits

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Description of Courses
GENERAL EDUCATION

BIOLOGY

BIOL 100 Foundations of Science 3 Credit Hours
This is an introductory course to the sciences; it provides an overview of biological and chemical terms, concepts and history, and serves as foundation to required general education science courses in the curriculum.

BIOL 118 Medical Terminology 3 Credit Hours
This course provides a comprehensive study of medical language including pronunciation, spelling and defining of medical terms. Emphasis is placed on anatomic, diagnostic, procedure, drugs, symptomatic, and eponymic terms and standard abbreviations of the basic body systems. This course is same as MDCO 118, MACC 118, and MDTN 118.

BIOL 205 Human Anatomy 4 Credit Hours
An introduction to the gross and microscopic anatomy of the human body. Mammalian examples of major systems are studied in the laboratory. Lecture and laboratory.

BIOL 206 Human Physiology 4 Credit Hours
Through lecture, discussion, and complementary laboratory experiences, this course examines the organization and function of the human body as a whole and the interrelations of its various systems, organs, tissues, and cells. Lecture and laboratory.

BIOL 207 Anatomy & Physiology Refresher 2 Credit Hours
This course is for students that have already successfully taken A & P, but the age of the course(s) is over five years. This course may also be use in the medical billing/coding program plan of study by students requesting additional certification.

BIOL 208 Microbiology 4 Credit Hours
The practical relations of microorganisms to human welfare. An introduction to standard laboratory methods of the study of bacteria and bacteriological examinations of materials; effects of environment upon bacteria. Lecture and laboratory.

BIOL 302 Principles of Human Nutrition 3 Credit Hours
Prerequisite or Co-requisite: CHEM 103. A study of food as it functions to meet body needs with emphasis on utilization, food sources, selection of adequate diets, individual, community, and world health problems, and diet therapy.

BIOL 382 Pathophysiology 3 Credit Hours
Prerequisites: BIOL 205 and 206.
Physiological responses to disease, stress, and the environment are studied. Pathophysiological processes are analyzed in view of current research.

CHEMISTRY

CHEM 103 Fundamentals of Chemistry 4 Credit Hours
A terminal course dealing with the fundamentals and basic concepts of chemistry, designed primarily for general college students as well as those in specialized programs. Includes a laboratory to complement the Fundamentals of Chemistry.

COMPUTER SCIENCE

INFM 160 Computer Resources 1 Credit Hour

This course is designed to introduce students to the computer, its components and capabilities. Students will learn practical applications in Microsoft Office, File Management, Internet searching, and additional applications used by Cox College. Students will apply these skills in a lab environment by reading and submitting assignments through the Cox College online platform. Students enrolled in INFM 160 may earn full course credit by receiving a passing grade on the final exam. Students will have the opportunity to proficiency out of the class with an earned minimum score of 75%. This proficiency test will be available through the Academic Resource Center prior to the start of the class. Students who do not pass the proficiency test will attend the four hour hybrid class a week later followed by seven weeks of online instruction and a final examination. Letter grades are assigned at the completion of the course.

ENGLISH

ENGL 101 Fundamentals of English 3 Credit Hours

Requires students to review and practice the fundamentals of grammar, style, usage and mechanics. This course will improve students' interpretive reading abilities and basic writing skills. Proofreading and editing strategies, with an emphasis on correcting common errors, will also be a continual focus of the semester. Student mastery of these goals will be assessed through worksheets, exams and weekly writing assignments.

NOTE: A student's score on the TEAS test will determine if ENGL 101 is a necessary prerequisite for ENGL 150. This course will not count toward total credit hours for graduation.

ENGL 150 English Composition 3 Credit Hours

An introductory writing course designed to develop students' abilities to write in a variety of modes for a wide range of purposes. This course is cross-listed as MDTN 150.

ENGL 207 Expository Writing 3 Credit Hours

Prerequisite: ENGL 150 or equivalent. Theory of expository writing; practice in writing nonfiction with clarity and conciseness.

GENERAL STUDIES

CCPL 100 Promoting Learning and Ultimate Success 1 Credit Hour

Prerequisite: Admission to the college. This course is designed to facilitate a successful college experience with a focus of offering strategies to improve and build strong classroom skills, study techniques, test taking, critical thinking and time management skills. The course will offer information about health care as a career, knowledge of the Cox College campus community, and information about support service.

HUMANITIES

HUMN 150 Fine Art/ Humanities Elective 3 Credit Hours

Language, art, music, dance and theatre, etc.

HUMN 235 Common Reader 1 Credit Hour

Prerequisite(s): None

This course is designed to assist students in understanding the message conveyed by a common reader novel through reading the text, answering questions, and participating in discussions about topics associated with the text. This course is the same as NRSI 235 and NRNC 235.

MATHEMATICS

MATH 100 Beginning Algebra 3 Credit Hours

For students studying algebra for the first time and for those who need a review of basic algebra. Credit for this course will not satisfy the math proficiency requirement for nursing programs and will not count toward total credit hours for graduation.

NOTE: A student's score on the TEAS test will determine if MATH 100 is a necessary prerequisite for MATH 150.

MATH 150 Intermediate Algebra 3 Credit Hours

The traditional topics of intermediate algebra through quadratic equations and functions are covered. This class meets the math proficiency requirement for the nursing programs. Students with ACT scores greater than or equal to 22 are exempt from MATH 150.

MATH 160 College Algebra 3 Credit Hours

Prerequisites: MATH 150 or one year of high school algebra and one year of high school geometry. A study of functions and graphs, solutions of equations and inequalities and the properties of polynomial, rational, exponential and logarithmic functions.

MATH 227 Introduction to Statistics 3 Credit Hours

Prerequisite: MATH 150 or equivalent. A course to acquaint the student with the basic ideas and language of statistics, including such topics as descriptive measures, elementary probability, distributions, estimations, hypothesis testing, regression, and correlation.

PHILOSOPHY

PHIL 201 Introduction to Philosophy 3 Credit Hours

A comparative and critical study of the major philosophic positions with a view to developing the analytic, synthetic and speculative dimensions of philosophical methods.

PSYCHOLOGY

PSYC 101 Introduction to Psychology 3 Credit Hours

This is a survey course providing a study of the behavior of living organisms, particularly human behavior. Typical problems are methods and measurements in psychology, theoretical systems, learning, motivation, perception, personality and psychopathology.

PSYC 230 Life-span Development 3 Credit Hours

Prerequisite: Psychology 101. Life-span Development is a psychology course providing a study of the cognitive, emotional and behavioral aspects of human organisms as they grow and age. Development encompasses all stages of life from the prenatal phase to death. The purpose of the course is to provide students with a broad understanding of the processes of living and dying as well as ways in which basic psychological principles affect daily lives.

SOCIAL SCIENCES

GOVT 101 Government and Politics in the United States 3 Credit Hours

Introduction to the theory, constitutional basis, functions and government structures of the US political system. Emphasis is on the national level of politics and linkages with state and local governments, with particular emphasis on Missouri. Current issues in domestic and foreign policies.

SOCIOLOGY

SOCI 101 Introduction to Sociology 3 Credit Hours

An analysis of factors that are significant in the development of people as social beings. Consideration is given to the social group and culture as factors in this process.

SOCI 304 Global Awareness and Cultural Diversity 3 Credit Hours

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

SPANISH

SPAN 101 Spanish for Health Care Workers 3 Credit Hours

This course will introduce the health care worker to various ways of communicating with Spanish speaking individuals associated with a health care facility.

INTERPROFESSIONAL UNDERGRADUATE STUDIES

ASSOCIATE OF SCIENCE IN MEDICAL ASSISTING

MACC 111 Human Diseases **3 Credit Hours**

Prerequisite(s): None

This course is a comprehensive introduction to disease processes of the human body. Subjects include causes, symptoms and treatments. This course is the same as MDCO 111.

MACC 112 Introduction to Medical Assisting **1 Credit Hour**

Prerequisite(s): None:

This course will provide an introduction to medical assisting prior to students practicing skills at a health care facility. Topics covered will include medical assisting profession, health care setting and the health care team, history of medicine, coping and therapeutic communication skills, documentation, HIPAA, emergency procedures, first aid, infection control, medical asepsis, standard precautions, OSHA Standards, vital signs and measurements.

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

Prerequisite(s): None.

This is a non-laboratory course that provides an integrated coverage of structure and function of the human body. This course is primarily designed to provide a basic anatomy and physiology background for ancillary medical personnel. This is a cross listed course as MDCO 117, MACC117 and MDTN 117.

MACC 118 Medical Terminology **3 Credit Hours**

Prerequisite(s): None.

This course provides a comprehensive study of medical language including pronunciation, spelling and defining of medical terms. Emphasis is placed on anatomic, diagnostic, procedure, drugs, symptomatic, and eponymic terms and standard abbreviations of the basic body systems. This course is cross-listed as MDCO 118, MACC 118, and MDTN 118.

MACC 119 Introduction to Pharmacology **2 Credit Hours**

Prerequisite(s): None

This course introduces the student to the principals of pharmacology and a comprehensive study of drug action, routes of administration, dosages, chemotherapy agents, vaccines and immunizations, and classes of drugs by body systems. Students will become familiar with the medications used in each body system as well as the usual dosages. This course is cross-listed as MDCO 119, MACC 119, and MDTN 119.

MACC 151 Clinical Medical Assisting I **2 Credit Hours**

Prerequisite: MACC 112

Corequisite: MACC 152

This course will provide an introduction to clinical medical assisting. Topics covered will include patient history, documentation, physical examination, Obstetrics and Gynecology, Pediatrics, Male Reproductive System, Gerontology, Examinations and Procedures of Body Systems, Rehabilitation and Therapeutic Modalities, Nutrition in Health and Disease, Basic Pharmacology, and Calculation of Medication Dosage and Medication Administration.

MACC 152 Clinical Medical Assisting I Lab **2 Credit Hours**
Prerequisite: MACC 112
Corequisite: MACC 151
This course gives the students hands-on experience in clinical procedures performed in a medical office. Students will practice and perform procedures learned MACC 151 Clinical Medical Assisting I.

MACC 161 Administrative Medical Assisting I **2 Credit Hours**
Prerequisite: MACC 112
Corequisite: MACC 162
This course will provide students with an introduction to administrative medical assisting. Topics covered will include Creating the Facility Environment, Computers in the Ambulatory Care Setting, Telecommunications, Patient Scheduling, Medical Records Management, Written Communications, Medical Documents, The Medical Assistant as Office Manager, and The Medical Assistant as Human Resources Manager.

MACC 162 Administrative Medical Assisting I Lab **1 Credit Hour**
Prerequisite: MACC 112
Corequisite: MACC 161
This course gives the students hands-on experience in administrative procedures performed in the medical office. Students will practice and perform procedures learned in MACC 161 Administrative Medical Assisting I.

MACC 171 Clinical Medical Assisting II **2 Credit Hours**
Prerequisite: MACC 112
Corequisite: MACC 172
This course will provide an introduction to clinical medical assisting. Topics covered will include Assisting with Office/Ambulatory Surgery, Diagnostic Imaging, Electrocardiography, Regulatory Guidelines for Safety and Quality in the Medical Laboratory, Introduction to the Medical Laboratory, Phlebotomy: Venipuncture and Capillary Puncture, Hematology, Urinalysis, Basic Microbiology, and Specialty Laboratory Tests.

MACC 172 Clinical Medical Assisting II Lab **2 Credit Hours**
Prerequisite: MACC 112
Corequisite: MACC 171
This course gives the students hands-on experience in clinical procedures performed in a medical office. Students will practice and perform procedures learned MACC 171 Clinical Medical Assisting II

MACC 181 Administrative Medical Assisting II **2 Credit Hours**
Prerequisite: MACC 112
Corequisite: MACC 182
This course will provide students with an introduction to administrative medical assisting. Topics covered will include The Therapeutic Approach to the Patient with a Life-Threatening Illness, Legal Considerations, Ethical Considerations, Medical Insurance, Medical Insurance Coding, Daily Financial Practices, Billing and Collections, and Accounting Practices.

MACC 182 Administrative Medical Assisting II Lab 1 Credit Hour
Prerequisite: MACC 112
Corequisite: MACC 181
This course gives the students hands-on experience in administrative procedures performed in the medical office. Students will practice and perform procedures learned in MACC 181 Administrative Medical Assisting II.

MACC 295 Medical Assisting Practicum 4 Credit Hours
Pre-requisite: MACC 111, MACC 112, MACC 117, MACC 118, MACC 119, MACC 151, MACC 152, MACC 171, and MACC 172
Corequisite: MACC 299
This course offers administrative and clinical experiences as an entry-level medical assistant. It prepares the student to transition from the classroom environment into the professional environment. It also provides an opportunity for the student to integrate theory and practice while working in an ambulatory care facility. The student will have the opportunity to apply and solidify the skills previously discussed and practiced in class. The student will be asked to perform tasks that are carefully defined and appropriate to his/her abilities. Students will also receive feedback about their performance. The Medical Assisting Practicum is an unpaid experience. There will be no less than 160 hours of administrative and clinical experiences at an appropriate and approved ambulatory care facility. To start at the ambulatory care facility, students must complete the facility's required orientation. Students will also participate in community events and an exit interview. A comprehensive view of employability traits and skills will be covered as well as job preparation skills.

MACC 299 Medical Assisting Capstone 3 Credit Hours
Pre-requisite: Approval from the Medical Assisting Program Coordinator
This course will provide an opportunity for the student to synthesize knowledge and experience gained throughout the Medical Assisting program. It will also prepare the student for the Medical Assisting Examination.

MACC 318 Health Information Management, Ethics, and Medical Law 3 Credit Hours
Prerequisite(s): Instructor permission
This course is intended to provide students with an understanding of health information management concepts, including: data management processes, documentation requirements, filing systems and primary/secondary data. This course will also introduce the student to medical law and ethical professional challenges in the management of health information including HIPAA, privacy and security, and code of ethics. This course is same as MDCO 318, SDI 318, NRSI 318, and NRNC 318.

MACC 324 Clinical Medical Assistant II Lab 3 Credit Hours
Prerequisites: MACC 321, MACC 322. **Co-requisite**: MACC 323.
This course gives the students hands-on experience in clinical procedures performed in a medical office. It will provide an introduction to medical assisting skills needed in various medical specialties and diagnostic procedures. Medical specialty areas include gastroenterology, urology, male reproduction, obstetrics, gynecology, pediatrics, orthopedics, neurology, mental health, endocrinology, pulmonary, cardiology, and geriatrics. Diagnostic procedures include electrocardiography, diagnostic imaging, CLIA-waived testing, specimen collection, urinalysis, phlebotomy, hematology, microbiology, and immunology.

MACC 325 Clinical Medical Assisting III 4 Credit Hours
Prerequisites: MACC 321, MACC 322, MACC 323, MACC 324. **Co-requisite**: MACC 326.
This course focuses on the introduction to the principles of pharmacology and pharmacology math. Students will focus on basic drug classifications and actions, principles and concepts of pharmacology, as well as dosage calculations. The preparation and administration of parenteral medications is also discussed.

MACC 326 Clinical Medical Assisting III Lab 2 Credit Hours
Prerequisites: MACC 321, MACC 322, MACC 323, MACC 324. **Co-requisite**: MACC 325.
This course gives the students hands-on experience in clinical procedures performed in a medical office. It will also provide the student the practice and skills to be more accurate and efficient in the preparation and administration of parenteral medications.

MACC 328 Health Care Delivery Systems 2 Credit Hours
Prerequisite or co-requisite: Instructor Permission.
This course introduces the student to health care organizations, work systems, and the associated regulatory concerns. Topics include: governing bodies that regulate the health information management processes, licensure and regulatory agencies, and accreditation standards for the delivery of health care. This course is the same as SDI 328, NRSI 328, and NRNC 328.

MACC 338 Healthcare Reimbursement and Insurance 2 Credit Hours
Prerequisite or co-requisite: Instructor Permission.
Introduction to the basics of health insurance, medical insurance billing including Medicare, Medicaid and private insurance companies, primary and secondary claims. Reimbursement methodologies including payment systems interface between business office and Health Information Management Systems (HIM) and optimizing reimbursement. Students will understand the components of the revenue cycle. Same as SDI 338, NRSI 338, and NRNC 338.

MACC 421 Medical Assisting Capstone 3 Credit Hours
Prerequisites: MACC 111, MACC 215, MACC 117, MACC 118, MACC 220, MACC 221, MACC 222, MACC 223, MACC 318, MACC 321, MACC 322, MACC 323, MACC 324.
This course will provide an opportunity for the student to synthesize knowledge and experience gained throughout the Medical Assisting program. It will also prepare the student for the Medical Assisting Certification.

MACC 422 Medical Assisting Practicum 5 Credit Hours
Prerequisites: MACC 111, MACC 117, MACC 118, MACC 215, MACC 220, MACC 221, MACC 222, MACC 223, MACC 318, MACC 321, MACC 322, MACC 323, MACC 324, MACC 325, MACC 326, MACC 421.
This course offers administrative and clinical experiences as an entry-level medical assistant. It prepares the student to transition from the classroom environment into the professional environment. It also provides an opportunity for the student to integrate theory and practice while working in an ambulatory care facility. The student will have the opportunity to apply and solidify the skills previously discussed and practiced in class. The student will be asked to perform tasks that are carefully defined and appropriate to his/her abilities. Students will also receive feedback about their performance. The Medical Assisting Practicum is an unpaid experience. There will be no less than 160 hours of administrative and clinical experiences at an appropriate and approved ambulatory care facility. To start at the ambulatory care facility,

students must complete the facility's required orientation. Students will also participate in weekly practicum conferences, meetings with faculty, comprehensive view of employability traits and skills, job preparation skills, and an exit interview.

ASSOCIATE OF SCIENCE IN NURSING

NURS 100 Introduction to Nursing Skills 2 Credit Hours

One hour of theory and three hours of laboratory per week.
This course provides an introduction to clinical skills basic to nursing practice.

NURS 105 Clinical Applications I 5 Credit Hours

Three hours of theory and six hours of laboratory per week.
This course presents an overview of the nursing profession and concepts basic to nursing practice in light of the college's philosophy of nursing and curriculum themes. The nursing process is presented as the decision-making approach used in the delivery of nursing care. Assessment of individual health status is emphasized. Framed by functional health patterns, the course explores normal functioning and simple alterations in the health of the adult population.

NURS 106 Clinical Applications II 8 Credit Hours

Four hours of theory and 12 hours of laboratory per week.
This course focuses on the principles of human growth and development and emphasizes health promotion and illness prevention activities appropriate from infancy through adulthood. Normal childbearing and common alterations of the child and childbearing women are explored. Framed by functional health patterns, the course explores alterations occurring in adults, including alterations in nutrition, perception, sexuality and reproduction.

NURS 197 Dosage Calculation 1 Credit Hour

Must be taken as remediation if the dosage calculation exam in any of the nursing undergraduate courses was unsuccessful.

NURS 206 Clinical Applications III 8 Credit Hours

Four hours of theory and 12 hours of laboratory per week.
Building on content provided in previous courses, emphasis is now placed on health restoration and facilitation of coping in individuals across the life span. Framed by functional health patterns, the course explores alterations in mental health, immunity, metabolism, elimination, and mobility.

NURS 207 Concepts of Professional Nursing Practice 1 Credit Hour

This course focuses on nursing as a professional discipline and facilitates socialization into professional practice through exploration of current issues in nursing and health care.

NURS 208 Clinical Applications IV 8 Credit Hours

Four hours of theory and 12 hours of laboratory per week
This course focuses on complex health alterations occurring across the life span. Emphasis is placed on increased accountability in decision making and collaboration with other members of the health care team. Students study the principles of management and gain valuable experience providing care to multiple and physiologically unstable clients.

NURS 215 Pharmacological Basis of Nursing Practice 3 Credit Hours

This course is designed to provide students with the basic knowledge to safely administer drugs to clients of all ages. Content includes medication action, use, adverse effects, nursing

implications, and client education for drugs affecting the body systems and defense processes.

NURS 307 Perspectives on Aging and the Older Adult 3 Credit Hours
This course explores the normal process of aging and its effect on the internal and external environments of individuals. Students gain experience in group process.

NURS 321 Camp Nursing: Caring for Champions 3 Credit Hours
Pre/Co-requisites: **ASN**—Prerequisites: NURS 100, NURS 105, NURS 106, NURS 210, NURS 206 current AHA Healthcare Provider or equivalent certification, and proof of dosage calculation competency and instructor approval.
The student will work in collaboration with faculty and other health care team members to provide care for children with special needs in a Christian-based camp environment. Students will incorporate a variety of nursing skills including: obtaining health histories, preparing medication administration records, administration of medications, health assessments, vital signs, gastrostomy tube feedings, urinary catheterizations, blood glucose monitoring, nebulizer treatments, first aid and lots and lots of band-aids. Students may incur additional costs in this course- please discuss with advisor. This course is same as NRSI 321 and qualifies as a nursing elective.

ASSOCIATE OF SCIENCE IN RADIOGRAPHY

RAD 100 Patient Care in Radiography 3 Credit Hours
Prerequisites: ENGL 150, MATH 160, BIOL 118, BIOL 205, BIOL 206, CHEM 103 or Introduction to Physics w/lab, PSYC 101, INFM 160.Co-requisites: RAD 110, RAD 120, RAD 121, RAD 140, RAD 150 Introduction to patient care, communication techniques in the imaging field, patient preparations for radiologic examinations, infection control and surgical aseptic technique, vital signs, and recognizing and treating medical emergencies is taught. This course will also expose the student to different health care professions and health care delivery systems. A general study of contrast agents and pharmacology, including types, uses, patient reactions, and emergency treatment for reactions, along with education in phlebotomy, intravenous injections and infusions, and EKG for the radiographer is provided. Practical skills are applied in the RAD 140 Intro to Clinical Practice laboratory section.

RAD 110 Radiographic Anatomy 2 Credit Hours
Prerequisites: ENGL 150, MATH 160, BIOL 118, BIOL 205, BIOL 206, CHEM 103 or Introduction to Physics w/lab, PSYC 101, INFM 160.Co-requisites: RAD 100, RAD 120, RAD 121, RAD 140, RAD 150. An introduction to human anatomy with a detailed study of the structure of the human skeletal system with special emphasis on radiographic landmarks. An introduction to cross-sectional anatomy for the entry-level technologist. Emphasis is placed on normal anatomy and three-dimensional placement of the anatomy in cross-sectional view as demonstrated by computed tomography, magnetic resonance imaging, and diagnostic medical sonography.

RAD 120 Routine Radiographic Imaging 2 Credit Hours
Prerequisites: ENGL 150, MATH 160, BIOL 118, BIOL 205, BIOL 206, CHEM 103 or Introduction to Physics w/lab, PSYC 101, INFM 160.Co-requisites: RAD 100, RAD 110, RAD 121, RAD 140, RAD 150. Fundamentals of radiographic procedures and terminology. This course includes all routine positions and a discussion of the resulting radiographic projections. Includes image analysis, image critique, radiation protection, and demonstrations of positioning.

RAD 121 Routine Radiographic Imaging Lab 3 Credit Hours
Prerequisites: ENGL 150, MATH 160, BIOL 118, BIOL 205, BIOL 206, CHEM 103 or Introduction to Physics w/lab, PSYC 101, INFM 160.Co-requisites: RAD 100, RAD 110, RAD 120, RAD 140, RAD 150. Lab demonstrations, lab practice, and lab evaluations of the basic radiographic positioning including routine and specialized positions of the extremities, chest, bony thorax, spine, cranium, and skull.

RAD 140 Introduction to Clinical Practice 3 Credit Hours
Prerequisites: ENGL 150, MATH 160, BIOL 118, BIOL 205, BIOL 206, CHEM 103 or Introduction to Physics w/lab, PSYC 101, INFM 160.Co-requisites: RAD 100, RAD 110, RAD 120, RAD 121, RAD 150. An introduction to the radiologic technology field including orientation to hospital and program policies, as well as theory and laboratory education in patient care, lifting and moving patients, surgical radiography, and mobile radiography. Didactic course material introduced in RAD 100 Patient Care in Radiography is applied in the laboratory section in this course. This course also introduces the student to ethical schools of thought applicable to the medical field including discussions of medico-legal concepts, terminology and analyses of potential medical ethical dilemmas using critical thinking tasks, journaling, class presentations and group projects. **(2 Theory Credits and 1 Lab Credit)**

RAD 150 Radiographic Imaging Physics I 2 Credit Hours
Prerequisites: ENGL 150, MATH 160, BIOL 118, BIOL 205, BIOL 206, CHEM 103 or Introduction to Physics w/lab, PSYC 101, INFM 160.Co-requisites: RAD 100, RAD 110, RAD 120, RAD 121, RAD 140. This course is designed to provide an introduction to physical concepts, including the fundamentals of energy, atomic theory and electromagnetic radiation as they relate to radiology. A study of basic electrical theory, to include, electrostatics, electrodynamics, and circuits. A study of the formation of radiographic images, and methods of improving image quality are also included.

RAD 151 Radiographic Imaging Physics II 3 Credit Hours
Prerequisites: RAD 150. Co-requisites: RAD 160, RAD 170, RAD 180, RAD 192.
Study of electrical theory as related to radiology, including basic electrical circuitry, electromagnetism and the construction and operation of various electrical and electromechanical devices related to x-ray machines. A detailed description of x-ray circuits and components, including transformers, timers, rectifiers and the x-ray tube. Also includes detailed study of the various types of x-ray production and their interactions with matter.

RAD 160 Analog Imaging 2 Credit Hours
Prerequisite: RAD 150. Co-requisites: RAD 151, RAD 170, RAD 180, RAD 192.
A study of the formation of radiographic images to include a discussion of radiographic film and radiographic intensifying screens. Methods of improving image quality, reducing patient exposure to ionizing radiation and image analysis are also included. Equipment, materials and procedures used to produce radiographic images through a film processor. A study of imaging Fluoroscopically through the Image Intensifier and video systems.

RAD 170 Fluoroscopy and Special Procedures 3 Credit Hours
Prerequisites: RAD 120, RAD 121. Co-requisites: RAD 151, RAD 160, RAD 180, RAD 192.
This course is designed to provide an in-depth study of the anatomy, physiology and radiography of the digestive system and accessory organs as well as the urinary system. Particular attention will be given to recognition of images for the alimentary canal. A general overview of the examinations requiring special procedures and/or contrast agents will also be covered**. (2 Theory Credits and 1 Lab Credit)**

RAD 180 Radiographic Imaging Instrumentation 2 Credit Hours
Prerequisite: RAD 150. Co-requisites: RAD 151, RAD 160, RAD 170, RAD 192.
A study of the formation of radiographic images to include a discussion of radiographic fundamentals beam-restricting devices, radiographic grids, and Automatic Exposure Control (AEC). Methods of improving image quality, reducing patient exposure to ionizing radiation and image analysis are also included. A study of imaging Tomographically through the use of unidirectional and plural directional equipment and use of magnification factor.

RAD 191 Clinical Practice 1 1 Credit Hour
Prerequisites: RAD 120, RAD 121, RAD 140.
Initial clinical education for radiography students, conducted under direct supervision of registered radiologic technologists with rotations in a variety of clinical education settings. Experience leads to completion of competencies in general radiography exams and procedures.

RAD 192 Clinical Practice 2 2 Credit Hours
Prerequisites: RAD 191.Co-requisites: RAD 151, RAD 160, RAD 170, RAD 180.
Continuation of clinical education for first-year radiography students, with progression towards competency in general radiography, to include the following: chest, abdomen, spine and extremity radiography, tomography, fluoroscopy, portable radiography, trauma radiography and surgical radiography.

RAD 193 Clinical Practice 3 2 Credit Hours
Prerequisites: RAD 192. Clinical education for first-year radiography students. Continued development of clinical competency provided under direct and indirect supervision by registered radiologic technologists.

RAD 200 Radiographic Pathophysiology 2 Credit Hours
Prerequisites: RAD 110. Co-requisites: RAD 220, RAD 250, RAD 260, RAD 270, RAD 294.
Normal structure and function of human systems with emphasis on related radiographic examinations and a study of the etiology and processes of human trauma and disease. Emphasis is placed on radiographic pathology of the body systems and the manifestations of the pathology.

RAD 220 Advanced Skeletal Imaging 2 Credit Hours
Prerequisites: RAD 120, RAD 121. Co-requisites: RAD 200, RAD 250, RAD 260, RAD 270, RAD 294.
Advanced procedures and positioning techniques with emphasis on special views of bony anatomy. Includes image analysis, lab demonstrations, practice and lab evaluations.

RAD 250 Radiographic Image Analysis and QC 2 Credit Hours

Prerequisites: RAD 152, RAD 180. Co-requisites: RAD 200, RAD 220, RAD 260, RAD 270, RAD 294.

A study of the analysis of radiographic images to include a discussion of radiographic quality, density, detail, and distortion in image formation. A detailed description of technical factor manipulation, quality control procedures, and critical thinking in image repeat and analysis.

RAD 260 Digital Imaging 3 Credit Hours

Prerequisites: RAD 152, RAD 180. Co-requisites: RAD 200, RAD 220, RAD 250, RAD 270, RAD 294.

A study of the formation of radiographic images to include a discussion of digital radiographic modalities and the equipment used to create digital radiographs. Methods of improving image quality, reducing patient exposure to ionizing radiation and image analysis are also included. Equipment, materials and procedures used to produce radiographic images through digital acquisition and post processing.

RAD 270 Radiation Biology and Protection 3 Credit Hours

Prerequisites: RAD 151. Co-requisites: RAD 200, RAD 220, RAD 250, RAD 260, RAD 294.

An in-depth study of radiation biology, to include the effects of ionizing radiation on living tissues, organs and systems. Advanced study of radiation protection principles and regulations.

RAD 294 Clinical Practice 4 2 Credit Hours

Prerequisites: RAD 193. Co-requisites: RAD 200, RAD 220, RAD 250, RAD 260, RAD 270.

Clinical education for second-year radiography students. Continued development of clinical competency provided under direct and indirect supervision by registered radiologic technologists.

RAD 295 Clinical Practice 5 1 Credit Hour

Prerequisites: RAD 294. Co-requisites: none

Clinical education for second-year radiography students. Continued development of clinical competency provided under direct and indirect supervision by registered radiologic technologists. Includes rotations in specialty imaging modalities, to include interventional radiology, cardiac cath lab, computed tomography, nuclear medicine, diagnostic medical sonography, radiation therapy, mammography, and magnetic resonance imaging.

RAD 296 Clinical Practice 6 2 Credit Hours

Prerequisites: RAD 295. Co-requisites: RAD 299

Clinical education for second-year radiography students. Continued development of clinical competency provided under direct and indirect supervision by registered radiologic technologists. Includes rotations in specialty imaging modalities, to include interventional radiology, cardiac cath lab, computed tomography, nuclear medicine, diagnostic medical sonography, radiation therapy, mammography, and magnetic resonance imaging.

RAD 299 Radiography Capstone 4 Credit Hours

Prerequisites: All program courses must be complete except for RAD 296. Co-requisites: RAD 296. An introduction to professional advancement, professional credentialing, and professional organizations in the radiologic sciences. A comprehensive overview of the program curriculum in preparation for the ARRT certification examination in Radiography is also included. These subjects are discussed in connection to personal development strategies, including, self-leadership, team think, strengths based goal setting, and critical thinking.

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

Co-requisite(s): DMS 310

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

DMS 308 Sonographic Abdominal & Small Parts Pathology I 3 Credit Hours

Co-requisite(s): 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

Co-requisite(s): 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
Co-requisite(s): DMS 308
This course is a simulation lab that encompasses an introduction to ultrasound pathology scanning of liver, gallbladder, pancreas, spleen, kidneys, thyroid, IVC, aorta, and small parts. The student will learn patient preparation, scanning techniques and imaging protocols. Emphasis will be placed on interpretation of laboratory tests, related clinical signs and symptoms, and recognition of normal verses abnormal sonographic findings.

DMS 314 Physics & Instrumentation II 4 Credit Hours
Prerequisite(s): 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. It will prepare the student for the taking of the National ARDMS SPI Registry Examinations.

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
Co-requisite(s): 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
Co-requisite(s): 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(s): 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
Prerequisite(s): DMS 304, DMS 314
This course is the final comprehensive overview of the principles of the production and propagation of sound waves as applied to diagnostic medical sonography to prepare the student for the National ARDMS SPI Registry Examination.

DMS 328 Vascular Physics & Instrumentation II 2 Credit Hours
Prerequisite(s): DMS 316
This course is the final comprehensive overview of vascular physics and instrumentation to prepare the student for the National ARDMS SPI Registry Examination.

DMS 330 Vascular Technology I 3 Credit Hours
Co-requisite(s): 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
Co-requisite(s): DMS 330
This course is an intense introduction to vascular ultrasound scanning. This intensive lab will focus on arterial, venous, cerebral vascular examinations. The student will learn patient preparation, scanning techniques and imaging protocols. Emphasis will be placed on interpretation of laboratory tests, related clinical signs and symptoms, and recognition of normal vascular structures as well as the disease process for vascular structures.

DMS 334 Obstetrics II 3 Credit Hours
Prerequisite(s): DMS 324
This course is a continuation and a comprehensive overview of the normal growth and anatomy of the fetus from conception to birth. It includes the normal and abnormal sonographic appearance of the fetus, placenta, umbilical cord, and related structures from the 1st, 2nd, and through the 3rd trimester. It will include case studies as they pertain to normal and high risk obstetrical ultrasound to prepare the student for taking the National ARDMS OB/GYN Registry Examination.

DMS 336 Sonographic Abdominal & Small Parts Pathology II 3 Credit Hours
Prerequisite(s): DMS 308, DMS 312
This course is a comprehensive overview of the anatomy and pathology encountered in the abdominal, retroperitoneal, and superficial anatomical structures. Case studies will review normal abdominal and small parts anatomy and the pathologies associated with abdominal and small parts as they pertain to ultrasound imaging. It will prepare the student for taking the National ARDMS ABD Registry Examination.

DMS 338 Obstetrics & Gynecology III 4 Credit Hours
Prerequisite(s): DMS 318, DMS 320, DMS 322, DMS 324, DMS 334
This course is a comprehensive overview of the normal anatomy and function of the female reproductive system as well as a comprehensive review of all uterine and ovarian pathologies as well as the normal verses abnormal growth and anatomy of the fetus during the 1st, 2nd, and 3rd

trimesters. It will prepare the student for taking the National ARDMS OB/GYN Registry Examination.

DMS 340 Vascular Technology II 4 Credit Hours
Prerequisite(s): 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 Hour
This course encompasses a detailed study of anatomy, pathology and scanning techniques related to sonographic examinations of the neonate. Emphasis will be placed upon the imaging of the neonatal intracranial structures. Dissection lab is included.

DMS 352 DMS Specific Practicum I 2 Credit Hours
This course is an in-depth clinical experience focusing on imaging studies, imaging protocols, clinical competencies, clinical instructor evaluations, affiliate surveys, exam counts and patient care. The student will be expected to learn and utilize the Trajecsys Reporting System. Clinical settings vary through the course of the specialty program.

DMS 354 DMS Specific Practicum II 3 Credit Hours
Co-requisite(s): 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 Specific Practicum III 2 Credit Hours
Prerequisite(s): 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 Specific Practicum IV 2 Credit Hours
Prerequisite(s): 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 Specific Practicum V 3 Credit Hours
Prerequisite(s): 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 Specific Practicum VI 2 Credit Hours
Prerequisite(s): 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 Specific Practicum VII 3 Credit Hours
Prerequisite(s): 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 websites.

ECH 308 Cardiovascular Anatomy & Pathology II 2 Credit Hours
Prerequisite(s): 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.

ECH 310 Cardiovascular Anatomy & Pathology III 2 Credit Hours
Prerequisite(s): ECH 304, ECH 308
This course concludes the examination of the normal and abnormal adult heart. The course continues with a detailed study of cardiovascular disease and its assessment in echocardiography. Emphasis will be placed on interpretation of laboratory tests, related clinical signs and symptoms, and recognition of normal and abnormal sonographic patterns. This course is designed for those who are already registered sonographers.

IRI 300 IR Physics and Instrumentation 3 Credit Hours
Course content emphasizes an understanding of digital imaging, interventional imaging physics, specialized interventional equipment, and cardiac intervention devices.

IRI 304 Interventional Angiography 3 Credit Hours
Course provides instruction in patient preparation, exam indications and contraindications, patient positioning, and imaging techniques for interventional radiography. Subjects include basic catheterization techniques, and angiography of the neurovascular system, thorax, abdomen, and peripheral vasculature.

IRI 310 Vascular Interventions 4 Credit Hours
Course considers specialized interventional procedures including angioplasty, atherectomy, embolotherapy, thrombolysis, stents, grafts, and specific trauma interventions.

IRI 312 Non-Vascular Interventions 4 Credit Hours
Course considers advanced non-vascular anatomy and physiology, technical considerations, exam indications and contraindications, patient positioning, and imaging techniques for non-vascular interventional radiography. Special attention is given to gastrointestinal interventions, genitourinary interventions, biliary interventions, as well as drains and biopsies.

IRI 330 Cardiac Interventions 2 Credit Hours
Course content emphasizes the specialized imaging techniques and interventions in cardiac catheterization. Major subjects include coronary interventions, non-coronary interventions, catheterization techniques, and cardiac hemodynamic.

MAM 302 Mammographic Positioning and Technique I 2 Credit Hours
This course is an introduction to mammographic positioning to include routine positioning as well as atypical patient considerations. In addition, the student will be provided detailed knowledge regarding imaging technique and evaluation.

MAM 304 Mammographic Anatomy and Pathology 3 Credit Hours
Content begins with a review of gross anatomy of the breast. Detailed study of anatomy and breast pathology will follow emphasizing the role of the mammographer in the recognition of pathology.

MAM 306 Mammographic Physics and Instrumentation 2 Credit Hours
Content is designed to impart an understanding of the physical principals and instrumentation of mammography.

MAM 308 Mammographic Quality Control 3 Credit Hours
Course content considers advances principles of mammographic quality control. Core curriculum emphasizes the features of an appropriate quality control program and essential quality control procedures.

MAM 310 Mammographic Positioning and Technique II 3 Credit Hours
This course is a continuation of mammographic positing as it relates to advanced positioning as well as atypical patient considerations. In addition, the student will be provided detailed knowledge regarding imaging technique and evaluation.

MRI 300 MRI Physics and Instrumentation 3 Credit Hours
This course considers MRI imaging in terms of system operations, components, and instrumentation. The course also emphasizes an understanding of image processing, image display, storage and networking, image quality, as well as artifact recognition and reduction.

MRI 306 MRI Imaging Procedures 2 Credit Hours
Course content emphasizes basic and advanced MRI scanning procedures to include neurologic, spinal, thoracic, abdominal, pelvic, extremity, and angiographic scanning techniques. Specific scan parameters and contrast administration protocols are all considered in detail. Courses content also includes a simulated laboratory experience emphasizing fundamental MRI scanning procedures.

SDI 200 Introduction to Imaging Physics 3 Credit Hours
Content includes basic imaging physics and radiographic imaging fundamentals for non-RT students.

SDI 235 Common Reader 1 Credit Hour
Prerequisite(s): None
This course is designed to assist students in understanding the message conveyed by a common reader novel through reading the text, answering questions, and participating in discussions about topics associated with the text. This course is the same as HUMN 235, NRSI 235, and NRNC 235.

SDI 300 Specialty Imaging Ethics 3 Credit Hours
This course is designed to teach the fundamental principles of ethics for the healthcare professional. Course content includes a variety of ethical and legal considerations in multiple healthcare settings.

SDI 302 Specialty Imaging Sectional Anatomy 2 Credit Hours
This course is a systematic review of human anatomy as imaged in sectional planes. Anatomical structures will be identified in axial, sagittal, coronal, and oblique sections and in relationship to other structures.

SDI 303 Cardiovascular Anatomy and Physiology 3 Credit Hours
Course content includes advanced anatomy and physiology of the cardiovascular system. Vasculature of heart, neurologic system, thorax, abdomen, pelvis, and extremities are all considered.

SDI 304 Specialty Imaging Pathology 2 Credit Hours
Content considers common diseases and injuries diagnosable through specialty imaging modalities. Each disease or trauma process is examined in terms of its description, etiology, associated symptoms and characteristic appearance in sectional imaging. Terms associated with these pathologies will be included.

SDI 314 Specialty Imaging Patient Care and Safety 3 Credit Hours
This course gives special consideration to patient assessment and monitoring techniques, pharmacology for the specialty imager, medication administration, IV therapy, and contrast administration. Course content will include standards of patient care for all imaging modalities.

SDI 318 Health Information Management, Ethics, and Medical Law 3 Credit Hours
Prerequisite(s): Instructor permission
This course is intended to provide students with an understanding of health information management concepts, including: data management processes, documentation requirements, filing systems and primary/secondary data. This course will also introduce the student to medical law and ethical professional challenges in the management of health information including HIPAA, privacy and security, and code of ethics. This course is the same as MDCO 318, MACC 318, NRSI 318, and NRNC 318.

SDI 328 Health Care Delivery Systems 2 Credit Hours
Prerequisite(s): Instructor permission
This course introduces the student to health care organizations, work systems, and the associated regulatory concerns. Topics include: governing bodies that regulate the health information management processes, licensure and regulatory agencies, and accreditation standards for the delivery of health care. This course is the same as MDCO 328, NRSI 328, and NRNC 328.

SDI 330 ABC's of PQRST 1 Credit Hour
Prerequisite(s): Pre/Co-requisite(s): ASN—Prerequisites: NURS 105 or equivalent; BSN-E—Prerequisites: NRSI 202 or equivalent; BSN-A—Prerequisites: NRSI 202 or equivalent; RN to BSN—Prerequisites: none; BSDI—prerequisites: none.
The student is introduced to the interpretation of normal and abnormal cardiac rhythms. Symptomatology and interventions will be reviewed briefly, but the major emphasis will be on differentiation of various rhythms. Practice with multiple samples is emphasized as the chief method of preparation. This course is the same as NRSI 330 and NRNC 330.

SDI 332 Advanced EKG 2 Credit Hours
Prerequisite(s): NRSI/NRNC/SDI 330 or instructor permission
The student is introduced to the interpretation of 12 Lead EKG for acute coronary syndromes (ACS), bundle branch blocks, and ventricular hypertrophy. Symptomatology and interventions will be reviewed with an emphasis on EBP for the treatment of ACS. Practice with multiple samples of 12 lead EKGs and independent literature search is emphasized as the chief method of preparation. This course is the same as NRSI 332 and NRNC 332.

SDI 338 Healthcare Reimbursement and Insurance 2 Credit Hours
Prerequisite(s): Instructor permission
Introduction to the basics of health insurance, medical insurance billing including Medicare, Medicaid and private insurance companies, primary and secondary claims. Reimbursement methodologies including payment systems interface between business office and Health

Information Management Systems (HIM) and optimizing reimbursement. Students will understand the components of the revenue cycle. This course is the same as MDCO 338, NRSI 338, and NRNC 338.

SDI 340 Practicum I 3 Credit Hours
This course is an in-depth clinical experience focusing on imaging studies, imaging protocols, and patient care. Clinical settings vary through the course of the specialty program.

SDI 350 End of Life 3 Credit Hours
Prerequisite(s): Instructor permission
This course provides theory in providing care for individuals and their families at end-of-life. The focus will be on adult care with adaptations throughout the life span. This course is the same as NRSI 350 and NRNC 350.

SDI 355 Emergency Preparedness and First Aid Response 3 Credit Hours
Prerequisite(s): None
This course is intended for general public first responders. The participant will explore potential types of emergencies and/or disasters (including natural and human-made) and develop an individual preparedness plan. The course provides instructions on basic first aid, where participants will learn to recognize and respond to emergencies in infants, children and adults, which includes information on breathing emergencies and caring for bleeding, sudden illnesses, and injuries. Additional information provided in the course addresses the prevention of disease transmission and how to deal with special situations. This course is the same as NRSI 355.

SDI 360 Practicum II 2 Credit Hours
Prerequisite(s): 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 366 Considerations for Ethics in Healthcare Practice 3 Credit Hours
Prerequisite(s): Instructor Permission
This course provides an examination of interprofessional competencies applied to ethical issues in healthcare practice. The importance of collaborative, interprofessional practice will be presented, discussed, and applied. Learners will investigate the principles of bioethics in the clinical setting and learn how to best apply and measure evidence-based ethical competencies to address critical issues in healthcare. This course is the same as NRSI 366 and NRNC 366.

SDI 368 Professional Leadership Development 3 Credit Hours
Prerequisite(s): Instructor Permission
With the rapidly changing environment in healthcare, effective leadership skills are critical for providers to obtain and apply to their daily practice. This course will enable the learner to understand, develop, and apply leadership knowledge, skills, and abilities for the healthcare environment. The learner will utilize an interprofessional, strengths-based approach for their own professional development as they explore and analyze leadership theory, frameworks, and competencies. This course is the same as NRSI 368 and NRNC 368.

SDI 371 Spirituality 3 Credit Hours

Prerequisite(s): None

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

SDI 373 Diabetes for the Healthcare Professional 3 Credit Hours

Prerequisite(s): None

Over one-fourth of Americans over age 65 have Diabetes. Diabetes is also a diagnosis in 789 out of every 1000 patients over 65 who are admitted into our hospitals. Diabetes incidence and prevalence continue to rise and will be influenced by the Baby Boomer population as it continues to age. Health care professionals will continue to care for a great number of patients who live with Diabetes. In this class we will identify normal blood glucose metabolism, the pathophysiology of diabetes, along with current Diabetes management, treatment and prevention of the complications of Diabetes. As well informed Health Care Professionals you will feel confident in acting on Diabetes Emergencies you may encounter, as well as being able to understand and reinforce individual patient's Diabetes management efforts. This course is the same as NRSI 373 and NRNC 373.

SDI 380 Specialty Imaging Capstone II 1 Credit Hour

Prerequisite(s): SDI 364

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

SDI 392 Regulatory Trends in Radiologic Sciences and Imaging 3 Credit Hours

Prerequisite(s): None

This course reviews current federal, state, and local regulatory trends in radiologic sciences and diagnostic imaging. Special attention is given to professional licensure issues, Centers for Medicare & Medicaid Services (CMS) regulatory trends, the effects and current state of the Medicare Improvements for Patients and Providers Act (MIPPA), the effects and current state of the Affordable Care Act, and American College of Radiology (ACR) accreditation requirements. The content of the course is designed to emphasize the most pertinent issues at the time of offering. Current initiatives of the MSRT, ASRT, ARRT, JRCERT, NRC, EPA, FDA, NCRP, and other professional bodies may also be considered.

SDI 400 Practicum III 3 Credit Hours``

Prerequisite(s): 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, Mammography, and Echocardiography students.

SDI 401 Practicum III 3 Credit Hours

Prerequisite(s): 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 Practicum IV 3 Credit Hours
Prerequisite(s): SDI 340, SDI 360, SDI 401
This course is an in-depth clinical experience focusing on imaging studies, imaging protocols, and patient care. Clinical settings vary through the course of the specialty program.

SDI 430 Epidemiology 3 Credit Hours
Prerequisite(s): Pre/Co-requisites: ASN—Pre/co-requisites: NURS 206 Clinical Applications III; BSN-E& BSN-A—Pre/co-requisites: NRSI 302 Adult Medical-Surgical I; RN to BSN—Pre/co-requisites: none; BSDI—Pre/co-requisites: none
This course focuses on communicable and reportable diseases in the United States. Principles of epidemiology, contact investigation, and outbreak control measures are discussed. Categories of diseases discussed include respiratory, enteric, blood-borne, and vector-borne. Basic epidemiologic calculations will be covered. Same as NRSI 430 and NRNC 430.

SDI 453 Advanced Studies in Specialty Imaging Pathology I 3 Credit Hours
Prerequisites(s): BIOL 205, BIOL 206 or instructor permission. BIOL 382 or SDI 304 recommended.
This course provides an in-depth view of major pathologies and anatomic anomalies as imaged by the core diagnostic imaging modalities – x-ray, computed tomography (CT), magnetic resonance imaging (MRI), sonography, and nuclear medicine. Specific body systems addressed include the Skeletal System, Respiratory System, Gastrointestinal System, Urinary System, and Reproductive System. An overview of x-ray and specialty imaging physics is included. The course focuses on the scope, function, strengths, and limitations of each modality in imaging specific disease processes.

SDI 454 Advanced Studies in Specialty Imaging Pathology II 3 Credit Hours
Prerequisites(s): BIOL 205, BIOL 206 or instructor permission. BIOL 382 or SDI 304 recommended.
This course provides an in-depth view of major pathologies and anatomic anomalies as imaged by the core diagnostic imaging modalities – x-ray, computed tomography (CT), magnetic resonance imaging (MRI), sonography, and nuclear medicine. Specific body systems addressed include the Cardiovascular System, Nervous System, Hematopoietic System, and Endocrine System. An overview of x-ray and specialty imaging physics is included. The course focuses on the scope, function, strengths, and limitations of each modality in imaging specific disease processes.

SDI 455 Advanced Studies in Radiation Biology 3 Credit Hours
Prerequisites(s): Instructor permission
Content is designed to present advanced concepts and principles of radiation biology. The interactions of radiation with cells, tissues and the body as a whole and resultant biophysical events will be presented. Discussion of the theories and principles of tolerance dose, time-dose relationships, fractionation schemes and the relationship to specialty imaging will be discussed, examined and evaluated.

SDI 471 Advanced Studies in Human Oncology I 3 Credit Hours
Prerequisites(s): BIOL 205, BIOL 206 or instructor permission. BIOL 382 or SDI 304 recommended.
This course provides a general overview of human oncology and a detailed study of neoplasia. The processes involved in the development and classification of both benign and malignant tumors and site-specific information on malignant tumors are presented. This course is the same

as NRSI 471 and NRNC 471.

SDI 472 Advanced Studies in Human Oncology II 3 Credit Hours
Prerequisite(s): SDI 471 or instructor permission
Course is an advanced study of cancers primarily affecting females, including breast cancers, gynecological cancers, and related metastatic disease. The epidemiology, etiology, detection, diagnosis, patient condition, treatment and prognosis will be presented, discussed and evaluated in relationship to histology, anatomical site and patterns of spread. The medical, biological and pathological aspects are all addressed in detail. Same as NRSI 472 and NRNC 472.

SDI 473 Advanced Studies in Human Oncology III 3 Credit Hours
Prerequisite(s): SDI 471 or instructor permission
Course is an advanced study of cancers affecting the gastrointestinal tract, GI accessory organs, genitourinary system, and related metastatic disease. Specific primary cancers addressed in this course include esophageal, stomach, intestinal, colorectal, prostate, liver, pancreas, and kidney. The epidemiology, etiology, detection, diagnosis, patient condition, treatment and prognosis will be presented, discussed and evaluated in relationship to histology, anatomical site and patterns of spread. The medical, biological and pathological aspects are all addressed in detail. This course is the same as NRSI 473 and NRNC 473.

SDI 474 Advanced Studies in Human Oncology IV 3 Credit Hours
Prerequisite(s): SDI 471 or instructor permission
Course is an advanced study of cancers affecting the respiratory system, central nervous system, skeletal system, and related metastatic disease. Additional information will be presented on pediatric cancers and uncategorized soft tissue cancers. The epidemiology, etiology, detection, diagnosis, patient condition, treatment and prognosis will be presented, discussed and evaluated in relationship to histology, anatomical site and patterns of spread. The medical, biological and pathological aspects are all addressed in detail. Same as NRSI 474 and NRNC 474.

BACHELOR OF SCIENCE IN NURSING

NRNC 235 Common Reader 1 Credit Hour
Prerequisite(s): None
This course is designed to assist students in understanding the message conveyed by a common reader novel through reading the text, answering questions, and participating in discussions about topics associated with the text. This course is the same as SDI 235, HUMN 235 and NRSI 235.

NRNC 300 Nursing Informatics 3 Credit Hours
This course is designed to give the student insight and experience in the application of information science to nursing practice. The electronic environment is explored as a resource for the enhancement of communication, clinical decision making, professional role development and knowledge discovery. Students are required to demonstrate the use of software applications including e-mail, Internet browser applications, literature databases and electronic documentation systems. Student's knowledge of professional writing will be refreshed along with APA knowledge through a variety of writing assignments.

NRNC 312 Health Assessment 3 Credit Hours
This course builds on the practical knowledge that many RNs utilize in various health care agencies. The course provides theory and practice in performing head-to-toe health assessments of individual clients. The focus is on the adult client with adaptations across the life span. The content of this course is delivered as an online course.

NRNC 318 Health Information Management, Ethics, and Medical Law 3 Credit Hours
Prerequisite or co-requisite: Instructor Permission.
This course is intended to provide students with an understanding of health information management concepts, including: data management processes, documentation requirements, filing systems and primary/secondary data. This course will also introduce the student to medical law and ethical professional challenges in the management of health information including HIPAA, privacy and security, and code of ethics. This course is the same as MDCO 318, MACC 318, SDI 318, and NRSI 318.

NRNC 328 Health Care Delivery Systems 2 Credit Hours
Prerequisite or co-requisite: Instructor Permission.
This course introduces the student to health care organizations, work systems, and the associated regulatory concerns. Topics include: governing bodies that regulate the health information management processes, licensure and regulatory agencies, and accreditation standards for the delivery of health care. Same as MDCO 328, MACC 328, SDI 328, and NRSI 328.

NRNC 330 ABC's of PQRST 1 Credit Hour
Prerequisite(s): Pre/Co-requisite(s): ASN—Prerequisites: NURS 105 or equivalent; BSN-E—Prerequisites: NRSI 202 or equivalent; BSN-A—Prerequisites: NRSI 202 or equivalent; RN to BSN—Prerequisites: none; BSDI—prerequisites: none.
The student is introduced to the interpretation of normal and abnormal cardiac rhythms. Symptomatology and interventions will be reviewed briefly, but the major emphasis will be on differentiation of various rhythms. Practice with multiple samples is emphasized as the chief method of preparation. This course is the same as NRSI 330 and SDI 330.

NRNC 332 Advanced EKG 2 Credit Hours
Prerequisite(s): NRSI/NRNC/SDI 330 or instructor permission
The student is introduced to the interpretation of 12 Lead EKG for acute coronary syndromes (ACS), bundle branch blocks, and ventricular hypertrophy. Symptomatology and interventions will be reviewed with an emphasis on EBP for the treatment of ACS. Practice with multiple samples of 12 lead EKGs and independent literature search is emphasized as the chief method of preparation. This course is the same as NRSI 332 and SDI 332.

NRNC 338 Healthcare Reimbursement and Insurance 2 Credit Hours
Prerequisite(s): Instructor permission
Introduction to the basics of health insurance, medical insurance billing including Medicare, Medicaid and private insurance companies, primary and secondary claims. Reimbursement methodologies including payment systems interface between business office and Health Information Management Systems (HIM) and optimizing reimbursement. Students will understand the components of the revenue cycle. This course is the same as MDCO 338, SDI 338, and NRSI 338.

NRNC 350 End of Life 3 Credit Hours
Prerequisite(s): Instructor permission
This course provides theory in providing care for individuals and their families at end-of-life. The focus will be on adult care with adaptations throughout the life span. This course is the same as NRSI 350 and SDI 350.

NRNC 356 CAM (Complementary and Alternative Medicine) 3 Credit Hours
Prerequisites (All Students): Basic Computer Competency, Access to high-speed internet (preferred), Microsoft Office applications 2003 or higher.
This course focuses on exploration of the current body of evidenced based knowledge related to complementary and alternative medical practices and defines their uses in particular medical situations. Available methods in which nurses may integrate complementary/alternative modalities (CAM) into clinical practice to treat physiological, psychological, and spiritual needs are examined. Additionally the historical background of alternative medicine and its political implications will be discussed. This course is the same as NRSI 356.

NRNC 357 Case Studies 3 Credit Hours
Prerequisites (All students): Basic Computer Competency, Access to high-speed internet (preferred), Microsoft Office applications 2003 or higher; **ASN—**Pre/co-requisites: NURS 100, 105, 106, 210 (prerequisite), NURS 206 (pre or co-requisite); **BSN-E—**Pre/co-requisites: NRSI 200, 202, 215, 206 (prerequisite), NRSI 302 (pre- or co-requisite); **BSN-A—**Pre/co-requisites: NRSI 215, 206, 208 (prerequisite), NRSI 302 (pre or co-requisite); **RN to BSN—**Pre/co-requisites: Admission to program.
This course provides the opportunity to apply medical-surgical concepts through the use of directed case studies. Application of concepts related to pathophysiology, pharmacology, and diagnostic studies for various disease processes will be emphasized. Development of priority based nursing care will be highlighted. This course is the same as NRSI 357.

NRNC 358 Cross Cultural Healthcare 3 Credit Hours
Pre/Co-requisites: If taking for Nursing Credit: NURS 105 or NRSI 202/208 and instructor approval; if taking in place of SOC 304 – instructor approval.
One hour of theory and two clinical laboratory hours.
This course encourages developing an understanding of diverse cultures by looking at culture and healthcare through classroom activity and through a supervised field experience within a country of focus. How the six phenomena of cultural diversity and issues of gender, religion, race and socioeconomic diversity influence health education and health promotion will be addressed. The field experience will expose students to health issues, needs, and services within the country of focus. Students may also prepare to present health education programs in country. This course is the same as NRSI 358.

NRNC 359 Nurse Fit 3 Credit Hours
Pre/Co-requisites: Pre/Co-Requisite courses: None;
Nurse Fit is designed to raise awareness and empower students to take personal responsibility for their overall fitness. By becoming aware of their current level of fitness, students are encouraged to become intentional and proactive in setting and attaining fitness goals. Through the study of fitness students learn strategies to maintain regular exercise, a healthy diet, and prevention of common injuries associated with the demands of nursing. The course explores unique challenges nurses face in attaining and maintaining health and fitness while caring for others. This course is the same as NRSI 359.

NRNC 371 Spirituality 3 Credit Hours
Prerequisite(s): None
This course will explore the spiritual aspect of healthcare, primarily from a Judea-Christian perspective. Contemporary and evidence-based theoretical frameworks about delivery of spiritually competent care, including the foundations of spiritual care-giving and spiritual self-awareness on the part of the healthcare provider will be emphasized. Facilitating spiritual

wellbeing through the practice of rituals will be discussed. Students will become familiar with the provider's role in the client's quest for meaning and how the provider, through collaboration with other spiritual caregivers, can optimize wellbeing and expedite the healing process of clients in a variety of health settings. This course is the same as SDI 371 and NRSI 371.

NRNC 373 Diabetes for the Healthcare Professional 3 Credit Hours

Over ¼ of Americans over age 65 have Diabetes. Diabetes is also a diagnosis in 789 out of every 1000 patients over 65 who are admitted into our hospitals. Diabetes incidence and prevalence continue to rise and will be influenced by the Baby Boomer population as it continues to age. Health care professionals will continue to care for a great number of patients who live with Diabetes. In this class we will identify normal blood glucose metabolism, the pathophysiology of diabetes, along with current Diabetes management, treatment and prevention of the complications of Diabetes. As well informed Health Care Professionals you will feel confident in acting on Diabetes Emergencies you may encounter, as well as being able to understand and reinforce individual patient's Diabetes management efforts. This course is the same as SDI 373 and NRSI 373.

NRNC 400 Theories and Research in Nursing 3 Credit Hours

Prerequisite: MATH 227.

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

NRNC 402 Management and Leadership in Nursing 4 Credit Hours

This course requires 45 hours of clinical time.

This course provides a comprehensive introduction to nursing leadership and management. Principles and theories of leadership and management as they relate to the role of the professional nurse are addressed using a variety of online methodologies.

NRNC 404 Community and Public Health Nursing 3 Credit Hours

RN to BSN track ONLY.

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

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

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

NRNC 412 Professional Role Transition 3 Credit Hours

Prerequisites: MUST BE TAKEN DURING THE FINAL SEMESTER.

This course further focuses on the synthesis of knowledge from past and current learning experiences and promotes professional practice by emphasizing principles of lifelong learning and caring practices. Focuses on the socialization of the nurse into the profession, emphasizing nursing's body of knowledge, the legal and ethical responsibilities of nurses, and issues they face. It also focuses on communication and theoretical clinical application of the principles of the roles

of professional practice including educator, consumer of research, leader/manager and provider of care within the community. Collaboration with other health care providers to improve evidence-based outcomes of individuals, families and communities in a diverse society is emphasized. Student will create a portfolio that will document successful completion of individual goals and program outcomes.

NRNC 430 Epidemiology 3 Credit Hours
Prerequisite(s): Pre/Co-requisites: ASN—Pre/co-requisites: NURS 206 Clinical Applications III; BSN-E& BSN-A—Pre/co-requisites: NRSI 302 Adult Medical-Surgical I; RN to BSN—Pre/co-requisites: none; BSDI—Pre/co-requisites: none
This course focuses on communicable and reportable diseases in the United States. Principles of epidemiology, contact investigation, and outbreak control measures are discussed. Categories of diseases discussed include respiratory, enteric, blood-borne, and vector-borne. Basic epidemiologic calculations will be covered. This course is the same as SDI 430 and NRSI 430.

NRNC 471 Advanced Studies in Human Oncology I 3 Credit Hours
Prerequisites(s): BIOL 205, BIOL 206 or instructor permission. BIOL 382 or SDI 304 recommended.
This course provides a general overview of human oncology and a detailed study of neoplasia. The processes involved in the development and classification of both benign and malignant tumors and site-specific information on malignant tumors are presented. This course is the same as SDI 471 and NRSI 471.

NRNC 472 Advanced Studies in Human Oncology II 3 Credit Hours
Prerequisite(s): SDI 471 or instructor permission
Course is an advanced study of cancers primarily affecting females, including breast cancers, gynecological cancers, and related metastatic disease. The epidemiology, etiology, detection, diagnosis, patient condition, treatment and prognosis will be presented, discussed and evaluated in relationship to histology, anatomical site and patterns of spread. The medical, biological and pathological aspects are all addressed in detail. Same as SDI 472 and NRSI 472.

NRNC 473 Advanced Studies in Human Oncology III 3 Credit Hours
Prerequisite(s): SDI 471 or instructor permission
Course is an advanced study of cancers affecting the gastrointestinal tract, GI accessory organs, genitourinary system, and related metastatic disease. Specific primary cancers addressed in this course include esophageal, stomach, intestinal, colorectal, prostate, liver, pancreas, and kidney. The epidemiology, etiology, detection, diagnosis, patient condition, treatment and prognosis will be presented, discussed and evaluated in relationship to histology, anatomical site and patterns of spread. The medical, biological and pathological aspects are all addressed in detail. This course is the same as SDI 473 and NRSI 473.

NRNC 474 Advanced Studies in Human Oncology IV 3 Credit Hours
Prerequisite(s): SDI 471 or instructor permission
Course is an advanced study of cancers affecting the respiratory system, central nervous system, skeletal system, and related metastatic disease. Additional information will be presented on pediatric cancers and uncategorized soft tissue cancers. The epidemiology, etiology, detection, diagnosis, patient condition, treatment and prognosis will be presented, discussed and evaluated in relationship to histology, anatomical site and patterns of spread. The medical, biological and pathological aspects are all addressed in detail. Same as SDI 474 and NRSI 474.

NRSI 197 Dosage Calculation 1 Credit Hour
Must be taken as remediation if the dosage calculation exam in any of the nursing undergraduate courses was unsuccessful.

NRSI 200 Introduction to Professional Nursing 3 Credit Hours
Must be taken prior to acceptance into the BSN Entry-Level program.
This course provides a historical perspective of nursing and presents an overview of the nursing profession and concepts basic to nursing practice in light of the college's philosophy of nursing and curricular threads. The nursing process is introduced as the decision-making approach in the delivery of nursing care.

NRSI/NRSC 202 Foundations of Professional Nursing 7 Credit Hours
Three hours of theory and four clinical laboratory hours
this course provides the student with an introduction and exploration of the basic nursing skills that impact the practice of professional nursing in today's health care setting. The focus of this course is to facilitate the student's understanding of the professional nurses' role in promoting health and providing client care. Communication and cultural competence are presented as components of the profession nursing role.

NRSA 203 Foundations of Professional Nursing – Accelerated 7 Credit Hours
Three hours of theory and four clinical laboratory hours.
This course presents an historical perspective of nursing, an overview of the nursing profession and concepts basic to nursing practice as expressed in the college's philosophy of nursing and curricular threads. The focus of this course is to facilitate the student's understanding of the professional nurses' role in promoting health and providing client care. The nursing process is introduced as the decision making approach in the delivery of nursing care, and students develop basic nursing skills. Communication and cultural competence are presented as components of the professional nursing role.

NRSI/NRSC/NRSA 215 Pharmacological Basis of Nursing Practice 3 Credit Hours
This course is designed to provide students with the basic knowledge to safely administer drugs to clients of all ages. Content includes medication action, use, adverse effects, nursing implications and client education for drugs affecting the body systems and defense processes.

NRSI/NRSC/NRSA 206 Health Assessment 3 Credit Hours
Two hours of theory and one clinical laboratory hour.
This course provides theory and practice in performing health assessments of individual clients. The focus is on the adult client with adaptations across the life span introduced.

NRSI/NRSC/NRSA 212 Mental Health/Illness Nursing Concepts 4 Credit Hours
Two hours of theory and two clinical laboratory hours**.**
This course focuses on holistic nursing concepts considering individuals, families and community groups at any position on the health continuum. The nursing process will be utilized in applying mental health concepts in a variety of settings. Emphasis is placed on use of therapeutic communication and the social, political and economic contest of practice is considered. Intervention modes are observed or practiced in one-to-one, small group, family and environmental settings.

NRSI/NRSC/NRSA 235 Common Reader 1 Credit Hour

Prerequisite(s): None

This course is designed to assist students in understanding the message conveyed by a common reader novel through reading the text, answering questions, and participating in discussions about topics associated with the text. This course is the same as HUMN 235, NRNC 235 and SDI 235)

NRSI/NRSA 300 Nursing Informatics 2 Credit Hours

This course is designed to give the student insight and experience in the application of information science to nursing practice. The electronic environment is explored as a resource for the enhancement of communication, clinical decision making, professional role development and knowledge discovery. Students are required to demonstrate the use of software applications including e-mail, Internet browser applications, literature databases and electronic documentation systems. Student's knowledge of professional writing will be refreshed along with APA knowledge through a variety of writing assignments.

NRSI/NRSC/NRSA 302 Adult Medical Surgical Nursing I 8 Credit Hours

Four hours of theory and four clinical laboratory hours.

The course focus is on the holistic nursing care of adults from multicultural backgrounds along the wellness-illness continuum, with an emphasis on integration of pathophysiology and psychosocial dynamics with complex illnesses and human response patterns in the acute care setting. Use of critical thinking, decision making and research will be incorporated into teaching, caring and collaborative role of the nurse.

NRSI/NRSC/NRSA 304 Care of Childbearing Families 4 Credit Hours

Two hours of theory and two clinical hours

This course will focus on the development of competencies for the delivery of family-centered nursing care. The course will emphasize the nurse's role in the application of nursing process utilizing critical thinking and problem solving while managing care for families with diverse health care needs and working collaboratively with other health professionals to promote health. Consideration of standards of nursing care, scope of practice, and the application of research and evidence-based nursing practice as applied to the childbearing family are examined.

NRSI/NRSC/NRSA 305 Care of Childrearing Families 4 Credit Hours

Two hours of theory and two clinical laboratory hours.

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

NRSI/NRSC/NRSA 306 Aging and the Older Adult 2 Credit Hours
This course examines the physical, psychological, sociocultural, and spiritual aspects of aging. The health of older adults is studied with the emphasis on health promotion, illness prevention, and the healing and wholeness of individuals. End-of-life issues and care of dying individuals are discussed. In light of the vulnerability of the older adult and dying individual, uniqueness in care delivery is addressed.

NRSI/NRSC/NRSA 310 Adult Medical Surgical Nursing II 8 Credit Hours
Four hours of theory and four clinical laboratory hours.
A continuation of Adult Medical Surgical Nursing I, this course will expand the development of the role of the professional nurse as a heath teacher and advocate along with expanding critical thinking and decision-making skills.

NRSI/NRSC/NRSA 318 Health Information Management, Ethics, and Medical Law 3 Credit Hours
Prerequisite or co-requisite: Instructor Permission.
This course is intended to provide students with an understanding of health information management concepts, including: data management processes, documentation requirements, filing systems and primary/secondary data. This course will also introduce the student to medical law and ethical professional challenges in the management of health information including HIPAA, privacy and security, and code of ethics. This course is the same as MDCO 318, MACC 318, SDI 318, and NRNC 318.

NRSI/NRSC/NRSA 321 Camp Nursing: Caring for Champions 3 Credit Hours
Pre/Co-requisites: **ASN**—Prerequisites: NURS 100, NURS 105, NURS 106, NURS 210, NURS 206 current AHA Healthcare Provider or equivalent certification, and proof of dosage calculation competency and instructor approval.
The student will work in collaboration with faculty and other health care team members to provide care for children with special needs in a Christian-based camp environment. Students will incorporate a variety of nursing skills including: obtaining health histories, preparing medication administration records, administration of medications, health assessments, vital signs, gastrostomy tube feedings, urinary catheterizations, blood glucose monitoring, nebulizer treatments, first aid and lots and lots of band-aids. Students may incur additional costs in this course – please discuss with advisor. This course is the same as NURS 321; nursing elective.

NRSI/NRSC/NRSA 328 Health Care Delivery Systems 2 Credit Hours
Prerequisite or co-requisite: Instructor Permission.
This course introduces the student to health care organizations, work systems, and the associated regulatory concerns. Topics include: governing bodies that regulate the health information management processes, licensure and regulatory agencies, and accreditation standards for the delivery of health care. Same as MDCO 328, MACC 328, SDI 328, and NRNC 328.

NRSI/NRSC/NRSA 330 ABC's of PQRST 1 Credit Hour
Pre/Co-requisites: **ASN**—Prerequisites: NURS 105 or equivalent; **BSN-E**—Prerequisites: NRSI 202 or equivalent; **BSN-A**—Prerequisites: NRSI 202 or equivalent; **RN to BSN**—Prerequisites: none.
The student is introduced to the interpretation of normal and abnormal cardiac rhythms. Symptomatology and interventions will be reviewed briefly, but the major emphasis will be on differentiation of various rhythms. Practice with multiple samples is emphasized as the chief method of preparation. This course is the same as SDI 330 and NRNC 330; nursing elective.

NRSI/NRSC/NRSA 332 Advanced EKG course 2 Credit Hours
Pre/Co-requisites: **ASN**—Prerequisites: NURS 210, NURS 206 and NRSI 390 (The ABC of PQRST or equivalent basic ECG course); **BSN-E**—Prerequisites: NRSI 310 (Prerequisite or Co requisite), NRSI 215 and NURS 390 (The ABC of PQRST or equivalent basic ECG course); **BSN-A**—Prerequisites: NRSI 310 (Prerequisite or Co requisite), NRSI 215, and NUR 390 (The ABC of PQRST or equivalent basic ECG course); **RN to BSN**—Prerequisites: NRSI 390 (The ABC of PQRST or equivalent basic ECG course).
The student is introduced to the interpretation of 12 Lead EKG for acute coronary syndromes (ACS), bundle branch blocks, and ventricular hypertrophy. Symptomatology and interventions will be reviewed with an emphasis on EBP for the treatment of ACS. Practice with multiple samples of 12 lead EKGs and independent literature search is emphasized as the chief method of preparation. This course is the same as SDI 332 and NRNC 332; nursing elective.

NRSI/NRSC/NRSA 338 Healthcare Reimbursement and Insurance 2 Credit Hours
Prerequisite(s): Instructor permission
Introduction to the basics of health insurance, medical insurance billing including Medicare, Medicaid and private insurance companies, primary and secondary claims. Reimbursement methodologies including payment systems interface between business office and Health Information Management Systems (HIM) and optimizing reimbursement. Students will understand the components of the revenue cycle. This course is the same as MDCO 338, SDI 338, and NRNC 338.

NRSI/NRSC/NRSA 350 End of Life 3 Credit Hours
Prerequisite(s): Instructor permission
This course provides theory in providing care for individuals and their families at end-of-life. The focus will be on adult care with adaptations throughout the life span. This course is the same as SDI 350 and NRNC 350; nursing elective.

NRSI/NRSC/NRSA 356 CAM (Complementary and Alternative Medicin 3 Credit Hours
Prerequisites (All Students): Basic Computer Competency, Access to high-speed internet (preferred), Microsoft Office applications 2003 or higher.
This course focuses on exploration of the current body of evidenced based knowledge related to complementary and alternative medical practices and defines their uses in particular medical situations. Available methods in which nurses may integrate complementary/alternative modalities (CAM) into clinical practice to treat physiological, psychological, and spiritual needs are examined. Additionally the historical background of alternative medicine and its political implications will be discussed. This course is the same as NRNC 356; nursing elective.

NRSI/NRSC/NRSA 357 Case Studies 3 Credit Hours
Prerequisites (All students): Basic Computer Competency, Access to high-speed internet (preferred), Microsoft Office applications 2003 or higher; **ASN—**Pre/co-requisites: NURS 100, 105, 106, 210 (prerequisite), NURS 206 (pre or co-requisite); **BSN-E—**Pre/co-requisites: NRSI 200, 202, 215, 206 (prerequisite), NRSI 302 (pre- or co-requisite); **BSN-A—**Pre/co-requisites: NRSI 215, 206, 208 (prerequisite), NRSI 302 (pre or co-requisite); **RN to BSN—**Pre/co-requisites: Admission to program.
This course provides the opportunity to apply medical-surgical concepts through the use of directed case studies. Application of concepts related to pathophysiology, pharmacology, and diagnostic studies for various disease processes will be emphasized. Development of priority based nursing care will be highlighted. This course is the same as NRNC 357; nursing elective.

NRSI/NRSC/NRSA 358 Cross Cultural Healthcare 3 Credit Hours
Pre/Co-requisites: If taking for Nursing Credit: NURS 105 or NRSI 202/208 and instructor approval; if taking in place of SOC 304 – instructor approval.
One hour of theory and two clinical laboratory hours.
This course encourages developing an understanding of diverse cultures by looking at culture and healthcare through classroom activity and through a supervised field experience within a country of focus. How the six phenomena of cultural diversity and issues of gender, religion, race and socioeconomic diversity influence health education and health promotion will be addressed. The field experience will expose students to health issues, needs, and services within the country of focus. Students may also prepare to present health education programs in country. This course is the same as NRNC 358; nursing elective.

NRSI/NRSC/NRSA 359 Nurse Fit 3 Credit Hours
Pre/Co-requisites: Pre/Co-Requisite courses: None.
Nurse Fit 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 NRNC 359; nursing elective.

NRSI/NRSC/NRSA 371 Spirituality 3 Credit Hours
Prerequisite(s): None
This course will explore the spiritual aspect of healthcare, primarily from a Judea-Christian perspective. Contemporary and evidence-based theoretical frameworks about delivery of spiritually competent care, including the foundations of spiritual care-giving and spiritual self-awareness on the part of the healthcare provider will be emphasized. Facilitating spiritual wellbeing through the practice of rituals will be discussed. Students will become familiar with the provider's role in the client's quest for meaning and how the provider, through collaboration with other spiritual caregivers, can optimize wellbeing and expedite the healing process of clients in a variety of health settings. This course is the same as SDI 371 and NRNC 371; nursing elective.

NRSI/NRSC/NRSA 373 Diabetes for the Healthcare Professional 3 Credit Hours
Over ¼ of Americans over age 65 have Diabetes. Diabetes is also a diagnosis in 789 out of every 1000 patients over 65 who are admitted into our hospitals. Diabetes incidence and prevalence continue to rise and will be influenced by the Baby Boomer population as it continues to age. Health care professionals will continue to care for a great number of patients who live with Diabetes. In this class we will identify normal blood glucose metabolism, the pathophysiology of diabetes, along with current Diabetes management, treatment and prevention of the complications of Diabetes. As well informed Health Care Professionals you will feel confident in acting on Diabetes Emergencies you may encounter, as well as being able to understand and reinforce individual patient's Diabetes management efforts. This course is the same as SDI 373 and NRNC 373.

NRSI/NRSC/NRSA 400 Theories and Research in Nursing 3 Credit Hours
Prerequisite: MATH 227.
This course is an introduction to the importance of scientific inquiry and its relationship to theory development. Content includes a review of the research process, selected theories and conceptual models. Selected nursing literature is utilized for practice in critiquing research and ethical issues surrounding use of intellectual are discussed.

NRSI/NRSC/NRSA 402 Management and Leadership in Nursing 4 Credit Hours
Three hours of theory and one clinical laboratory hours.
This course provides a comprehensive introduction to nursing leadership and management. Principles and theories of leadership and management as they relate to the role of the professional nurse are addressed using a variety of online methodologies.

NRSI/NRSC/NRSA 404 Community and Public Health Nursing 6 Credit Hours
Four hours of theory and two clinical hours BSN-E or BSN-A.
This course focuses on providing population-focused nursing care. Concepts of community health nursing practice are applied using a variety of online methodologies. Health promotion and disease prevention concepts are integrated into community-oriented practice using the community-as-partner model.

NRSI/NRSC/NRSA 406 Trends, Issues, and Ethics in Nursing 3 Credit Hours
This course provides an overview of relevant issues in professional nursing. Historical, legal, ethical, economic, political, and social trends and issues are discussed and related to the role of the nurse. Issues such as violence against nurses, the nursing shortage, mandatory overtime and other current issues will be explored.

NRSI/NRSC/NRSA 410 Nursing Capstone Course 7 Credit Hours
This course is taken by BSN-E and BSN-A students and must be taken during the FINAL semester.
One hour of theory and six clinical laboratory hours
This course provides students the opportunity to demonstrate competencies consistent with program outcomes. Students collaborate with faculty and a preceptor in choosing a care setting, planning and organizing a learning experience, and practicing professional nursing in a safe and effective manner.

NRSI/NRSC/NRSA 430 Epidemiology 3 Credit Hours
Prerequisite(s): Pre/Co-requisites: ASN—Pre/co-requisites: NURS 206 Clinical Applications III; BSN-E& BSN-A—Pre/co-requisites: NRSI 302 Adult Medical-Surgical I; RN to BSN—Pre/co-requisites: none; BSDI—Pre/co-requisites: none
This course focuses on communicable and reportable diseases in the United States. Principles of epidemiology, contact investigation, and outbreak control measures are discussed. Categories of diseases discussed include respiratory, enteric, blood-borne, and vector-borne. Basic epidemiologic calculations will be covered. This course is the same as SDI 430 and NRNC 430; nursing elective.

NRSI/NRSC/NRSA 471 Advanced Studies in Human Oncology I 3 Credit Hours
Prerequisites(s): BIOL 205, BIOL 206 or instructor permission. BIOL 382 or SDI 304 recommended.
This course provides a general overview of human oncology and a detailed study of neoplasia. The processes involved in the development and classification of both benign and malignant tumors and site-specific information on malignant tumors are presented. This course is the same as SDI 471 and NRNC 471.

NRSI/NRSC/NRSA 472 Advanced Studies in Human Oncology II 3 Credit Hours
Prerequisite(s): SDI 471 or instructor permission
Course is an advanced study of cancers primarily affecting females, including breast cancers, gynecological cancers, and related metastatic disease. The epidemiology, etiology, detection, diagnosis, patient condition, treatment and prognosis will be presented, discussed and evaluated in relationship to histology, anatomical site and patterns of spread. The medical, biological and pathological aspects are all addressed in detail. This course is the same as SDI 472 and NRNC 472.

NRSI/NRSC/NRSA 473 Advanced Studies in Human Oncology III 3 Credit Hours
Prerequisite(s): SDI 471 or instructor permission
Course is an advanced study of cancers affecting the gastrointestinal tract, GI accessory organs, genitourinary system, and related metastatic disease. Specific primary cancers addressed in this course include esophageal, stomach, intestinal, colorectal, prostate, liver, pancreas, and kidney. The epidemiology, etiology, detection, diagnosis, patient condition, treatment and prognosis will be presented, discussed and evaluated in relationship to histology, anatomical site and patterns of spread. The medical, biological and pathological aspects are all addressed in detail. This course is the same as SDI 473 and NRNC 473.

NRSI/NRSC/NRSA 474 Advanced Studies in Human Oncology IV 3 Credit Hours
Prerequisite(s): SDI 471 or instructor permission
Course is an advanced study of cancers affecting the respiratory system, central nervous system, skeletal system, and related metastatic disease. Additional information will be presented on pediatric cancers and uncategorized soft tissue cancers. The epidemiology, etiology, detection, diagnosis, patient condition, treatment and prognosis will be presented, discussed and evaluated in relationship to histology, anatomical site and patterns of spread. The medical, biological and pathological aspects are all addressed in detail. This course is the same as SDI 474 and NRNC 474.

NRSI/NRSC/NRSA 491 Nursing Externship 3 Credit Hours
Prerequisite/co-requisite: By permission of Cox College selection team only, two faculty letters of recommendation (one must be clinical faculty), good academic standing, interview with Human Resources representative at CoxHealth. **ASN**-completed NURS 206 prior to beginning externship. **BSN-E**-completed NRSI 302 prior to beginning externship. **BSN-A**-completed NRSI 302 prior to beginning externship.
This is a clinical course designed to facilitate further development of the professional nursing role and to ease role transition upon graduation. Several curricular themes are emphasized including, decision making, communication, therapeutic intervention, life span development, discovers, and role development. This is an elective course and may be repeated.

MEDICAL BILLING/CODING

MDCO 111 Human Diseases **3 Credit Hours**

Prerequisites or co-requisites: None.

This course is a comprehensive introduction to disease processes of the human body. Subjects include causes, symptoms and treatments. This course is the same as MACC 111.

MDCO 117 Introduction to Human Anatomy & Physiology **3 Credit Hours**

Prerequisite or co-requisite: None.

This is a non-laboratory course that provides an integrated coverage of structure and function of the human body. This course is primarily designed to provide a basic anatomy and physiology background for ancillary medical personnel. Same as MACC 117 and MDTN 117.

MDCO 118 Medical Terminology **3 Credit Hours**

Prerequisite or co-requisite: None.

The course provides a comprehensive study of medical language including pronunciation, spelling and defining of medical terms. Emphasis is placed on anatomic, diagnostic, procedure, drugs, symptomatic, and eponymic terms and standard abbreviations of the basic body systems. This course is the same as MACC 118 and MDTN 118.

MDCO 119 Introduction to Pharmacology **2 Credit Hours**

Prerequisite or co-requisite: None.

This course introduces the student to the principals of pharmacology and a comprehensive study of drug action, routes of administration, dosages, chemotherapy agents, vaccines and immunizations, and classes of drugs by body systems. Students will become familiar with the medications used in each body system as well as the usual dosages. Same as MDTN 119.

MDCO 120 Coding Systems I, ICD-9-CM/ICD-10-CM/PCS Coding **3 Credit Hours**

Prerequisites or co-requisites: MDCO 111,117,118,119, and 130. This course is a beginning coding class presenting a general overview of nomenclature and classifications systems with a focus on coding inpatient clinical information from medical records. Students learn about the International Classification of Diseases ICD-9-CM, how to code, and guidelines for usage for volumes I, II and III. Students are also introduced to the new ICD-10-CM/PCS coding system.

MDCO 130 Coding Systems II, ICD-10-PCS Root Procedures **2 Credit Hours**

Prerequisite or co-requisites: MDCO 111,117,118,119,120.

This course will introduce the student to the ICD-10-CM/PCS system definitions and guidelines, define all the root operations and allow the students to practice assigning ICD-10-CM/PCS codes to inpatient medical records.

MDCO 140 Coding Systems III, CPT Coding **3 Credit Hours**

Prerequisites or co-requisites: MDCO 111,117,118,119,120,130.

This course is a beginning coding class presenting a general overview and instruction of alternative classifications systems with major focus on HCPCS/CPT ambulatory care coding. Overview of Ambulatory Patient Coding (APC) and Resource Based Relative Values Scales (RBRVS) are also covered in this course. Students learn guidelines for usage of the HCPCS/CPT code book as well as Evaluation and Management coding.

MDCO 215 Electronic Health Records 2 Credit Hours

Prerequisite or co-requisite: None.

This course will include an overview of commonly available software tools used in health care by major vendors, including introduction to encoding tools. It will also introduce the electronic health record process; computer assisted coding, health information data analysis and data collection activities at the regional and national levels. Same as MACC 215.

MDCO 260 Coding Systems IV, Advanced Coding 4 Credit Hours

Prerequisites or Co-requisites: MDCO 111,117,118,119,120,130,140.

This course is an advanced coding class addressing more complex issues related to ICD-9-CM/ICD-10-CM/PCS and CPT coding. Students are introduced to the use of the 3M encoder. Assignments focus on using real medical records. Cox College has over 100 records including inpatient, outpatient surgeries and emergency room. Students are able to use these records and the 3M encoder to code according to ICD-9-CM/ICD-10-PCS and CPT guidelines. The 3M encoder enables the student to analysis the record for DRG/APC optimization. The encoder has a built-in grouper which teaches the students about diagnostic-based prospective payments. The encoder also contains a number of references including Dorland's Medical Dictionary, Stedman's Abbreviation Book, Physician's Desk Reference for Drugs, Coder's Desk Reference and Coding Clinic.

MDCO 270 Medical Billing and Coding Practicum 6 Credit Hours

Prerequisites or co-requisites: MDCO 111,117,118,119,120,130,140,215,260,318,328,338.

This is a 6-credit hour lab (180 contact hours) course. This course will provide the student with coding practice experience in a hospital, physician's office, clinic or other health care setting with directed projects common to a clinical coding specialist on the job. Students will also be provided with information that is essential to go from a student to employee. Student will prepare a cover letter, resume, and job application. Students will also spend time performing exercises for review in preparing for the CCA/CCS/CCSP/CPC.

MDCO 318 Health Information Management, Ethics, and Medical Law 3 Credit Hours

Prerequisite or co-requisite: Instructor Permission.

This course is intended to provide students with an understanding of health information management concepts, including: data management processes, documentation requirements, filing systems and primary/secondary data. This course will also introduce the student to medical law and ethical professional challenges in the management of health information including HIPAA, privacy and security, and code of ethics. This course is the same as MACC 318, SDI 318, NRSI 318, and NRNC 318.

MDCO 328 Health Care Delivery Systems 2 Credit Hours

Prerequisite or co-requisite: Instructor Permission.

This course introduces the student to health care organizations, work systems, and the associated regulatory concerns. Topics include: governing bodies that regulate the health information management processes, licensure and regulatory agencies, and accreditation standards for the delivery of health care. This course is the same as SDI 328, NRSI 328, and NRNC 328.

MDCO 338 Healthcare Reimbursement and Insurance 2 Credit Hours

Prerequisite or co-requisite: Instructor Permission.

Introduction to the basics of health insurance, medical insurance billing including Medicare, Medicaid and private insurance companies, primary and secondary claims. Reimbursement methodologies including payment systems interface between business office and Health Information Management Systems (HIM) and optimizing reimbursement. Students will understand the components of the revenue cycle. Same as SDI 338, NRSI 338, and NRNC 338.

MASTER OF SCIENCE IN NURSING

MSN 502 Leadership in Health Care & Nursing Education Systems 3 Credit Hours
Prerequisites: NRSI/NRNC 402 or equivalent
This course will provide a comprehensive working knowledge and set of skills for Nurse Educators, Clinical Nurses in Leadership, and Advanced Practice Nurse positions to implement in their practice. Advanced concepts of leadership and management and case studies will be used.

MSN 504 Advanced Physiology and Pathophysiology 3 Credit Hours
Prerequisites: BIOL 382
This course is designed to provide the master's prepared nurse with an advanced understanding of the concepts of human physiology and pathophysiology at the advanced nursing level. It will assist the graduate to develop refined analytical skills, connect theory and practice, and articulate viewpoints and positions based on evidence-based research and practice guidelines.
Same as IP 502.

MSN 506 Ethical and Legal Practice in Health Care 3 Credit Hours
Prerequisites: NRSI/NRNC 406
The student analyzes the ethical and legal components of the health care system that decides and molds the delivery of care. Case studies and research of current third party, cultural and economic forces will be examined by the student and faculty; relationships to practice and education will be presented in a debate session by students and the community.

MSN 508 Role of the Advance Practice Nurse I 1 Credit Hour
This course is designed to provide the advanced practice graduate with a working knowledge of advanced practice concepts applicable to the FNP role. These concepts include historical perspectives of the role, epidemiology, evidence-based practice and the evolving scope of practice related to changes in health care delivery systems. A track course for FNP may be used as an elective for the CNL or NE tracks.

MSN 510 Advanced Pharmacology 3 Credit Hours
This course is designed to provide the master's prepared nurse with an advanced understanding of the concepts of pharmacotherapeutics. It will assist the graduate to apply evidence-based research and practice guidelines to individual clients and to client populations.

MSN 512 Advanced Physical Assessment 3 Credit Hours
Prerequisites: MSN 504, MSN 510
This course is designed to provide the master's prepared nurse educator and nurse leader with an advanced understanding of principles of physical assessment to enable application in advanced practice settings. Informed by concepts of advanced pathophysiology and advanced pharmacology, this course will assist the graduate to develop refined analytical skills, connect theory and practice, and articulate viewpoints and positions based on evidence-based research and practice guidelines. Prerequisite: NRSI 400 or equivalent, MATH 227.

MSN 525 Evidence-Based Practice (EBP) in Health Care 4 Credit Hours
This course integrates the science of knowledge utilization with the science of knowledge generation. The critical appraisal of available evidence guides the health care professional's decisions towards safe and effective clinical or educational practice.

MSN 528/529 EBP Project Design & Implementation 1/1 Credit Hour
Prerequisite: MSN 525
This course is the design and implementation of a project addressing an identified clinical or educational practice issue. The student collaborates with identified faculty and practitioners in the design and implementation of a relevant practice issue.

MSN 604 Educational Theory and Practice 3 Credit Hours
Nurse Educator Track. Students explore and analyze educational theories and philosophical foundations of education, instructional models and their application to nursing education. Students apply theories of collegiate curriculum design, learning theories research and designs that facilitate teaching/learning to a variety of students with many learning styles and backgrounds. Students will apply the instructional and learning theories in the educator practicum; therefore this is a prerequisite course for the educator practicum.

MSN 608 Instructional Strategies and Technologies 3 Credit Hours
Nurse Educator Track. This course builds upon educational theory and practice and measurement and evaluation content gained in previous course work. A variety of pedagogical strategies and technologies used in nursing education are explored. Strategies for creating optimal learning environments and evaluating pedagogical strategies are examined. Emphasis is placed on development and use of creative, interactive strategies that challenge and engage the learner. Preparation for the educational practicum is accomplished by design of a targeted teaching project. This course is a prerequisite course for the educator practicum.

MSN 615 Nurse Educator Practicum I 3 Credit Hours
One credit hour didactic, two credit hour practicum This course is designed to provide the master's prepared nurse educator with an understanding of advanced practice competencies when dealing with specific individuals and populations in the design, implementation, and evaluation of care. This course will draw upon nursing theory and evidence based knowledge while working with an interdisciplinary care team to design, coordinate and evaluate the delivery of patient care to a specific population.

MSN 616 Nurse Educator Practicum II 6 Credit Hours
Two credit hour didactic, four credit hour practicum This course is designed to provide the master's prepared nurse educator and nurse leader with an advanced understanding of the concepts of nurse education application. It will assist the graduate to develop refined analytical skills, connect theory and practice, articulate viewpoints and positions based on evidence-based research and practice guidelines.

MSN 620 Health Promotion/Prevention in Primary Care: Adult through Aging 3 Credit Hours
This course is designed to provide the FNP with a working knowledge of concepts related to acute and chronic health deviations found in the adult through aging populations in the primary care setting. It is designed to be the foundation for the other clinical practica of the FNP curriculum. MSN620 is an online course with a 3 day mandatory onsite orientation as a prelude to this and the other clinical practica in the program.

MSN 621 Health Promotion/Prevention in Primary Care: Adult through Aging Practicum 3 Credit Hours

A 180 clinical hour practicum that must be taken during the same semester as MSN 620.

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

This course is designed to aid the FNP in developing skills in the special aspects of the provision of health care for women, including pregnancy in primary care. The course will utilize a practice-based learning format with a comprehensive, holistic approach.

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

A 60 clinical hour practicum that must be taken during the same semester as MSN 622.

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

This course is designed to provide the FNP with a working knowledge of concepts related to acute and chronic health deviations found n the newborn, child and adolescent population in the primary care setting. This is an online course with an onsite clinical practicum.

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

A 120 clinical hour practicum that must be taken during the same semester as MSN 624.

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

This course builds on MSN 508, the MSN core courses and the FNP population-based courses. It prepares the student for transition into the role of the FNP. The focus is on managing assistive personnel, coding/billing concepts relevant to FNP practice, role articulation as a member of the health care team and preparation for the FNP certification examination.

MSN 628 Advanced Practice Practicum & Research 4 Credit Hours

The clinical practicum is designed to allow the FNP student to practice advanced assessment skills, and as an opportunity to practice in the role of the FNP in a/an concentrated area/s of particular interest to the student. The hours include 240 hours of practice in preparation for independent practice in collaboration with a physician.

MASTER OF SCIENCE IN NUTRITION DIAGNOSTICS

MND 501 Nutritional Counseling and Education Methods 1 Credit Hour

Prerequisite: BS in dietetics or equivalent

Explore counseling and learning theories for individuals and groups in community and clinical settings. Includes discussion and experience in building rapport, assessment, diagnosis, intervention, monitoring, evaluation, and documentation. Literature review of specific counseling and learning theories. Students will apply these principles in the clinical setting as they assist in the management of health behaviors in a patient-centered approach.

MND 517 Contemporary Topics in Food & Nutrition 1 1 Credit Hour
Prerequisite: BS in dietetics or equivalent
Literature based course designed to provide the opportunity to delve more deeply into current nutrition-related topics with relevance to advancing practice knowledge and skills. Topics will be outlined by students and the instructor. Student-led and instructor supported reading and discussion groups provide the basis for the course structure.

MND 520 Introduction to Critical Thinking 1 Credit Hour
Prerequisite: BS in dietetics or equivalent
The course is designed to assist the student in development of intuitive, skillful performance in solving patient problems by learning the tools of critical thinking, and to then routinely apply reflective, critical thought in routine patient care situations. Through this deliberate and disciplined process, students can gradually increase their expertise in reasoning as reliable professionals ensuring quality client care. The course will utilize the elements of thought and the universal intellectual standards to critically think through the complex problems and issues in patient care.

MND 523 Pharmacologic Concepts for Nutrition Practice 2 Credit Hours
Prerequisite: BS in dietetics or equivalent
This course is designed to provide students with a foundation of basic pharmacologic principles which can be applied in the practice of nutrition diagnostics. The student will be introduced to concepts relevant to the interactions of chemical agents with living tissues including basic pharmacokinetics and pharmacodynamics. Drug effects on various body systems will be emphasized. Interactions between drugs and nutrients and their effects on overall health will be explored as well.

MSN 525/MND 525 Evidence Based Practice in Health Care 4 Credit Hours
Prerequisite: BS in dietetics or equivalent
This course integrates the science of knowledge utilization with the science of knowledge generation. The critical appraisal of available evidence guides the health care professional's decisions towards safe and effective clinical or educational practice.

MND 530 Supervised Practice 3 Credit Hours
Prerequisite: BS in dietetics or equivalent
A practicum/Supervised practice experience that includes an introduction to medical nutrition therapy, food service/clinical management and community rotations. These rotations are designed to meet the ACEND competencies for entry level practice. Experiences take place in hospitals, extended care facilities, clinics, university extension, school systems, government programs and other practice facilities. This course includes a didactic component that serves to reinforce the supervised practice experiences.

MND 535 Intro to Nutrition Diagnostics & Nutrition Assessment 3 Credit Hours
Prerequisite: BS in dietetics or equivalent
Introductory clinical reasoning and judgment to integrate nutrition diagnosing and assessment into Kight's Nutrition Care Process. Discussion, case studies, literature review and small group work are the basis for providing the background in using diagnostic codes, writing diagnostic statements, incorporation of the Nutrition Focused Physical Exam, and use of the Nutriokinetic/Nutriokinetic modeling. Nutrition assessment will be reviewed in the context of the NCP, with focus on the 5 axes of evidence, the impact of disease on nutritional status, as well as the states of starvation, malnutrition and stress and/or inflammation.

MND 540 Nutrition Diagnostics & Assessment – Lab **1 Credit Hour**
Prerequisite: MND 530 & 535
This course is designed to facilitate the application of Kight's nutrition care process in a clinical nutrition setting. Introduction to the electronic medical record with an emphasis on relevant data collection of the 5 axes of evidence will be emphasized. Discussion, lecture, group work and case studies will serve as the basis of the learning environment.

MND 545 Nutrition Focused Physical Exam 1 **2 Credit Hours**
Prerequisite: MND 535 or permission from the instructor
Introduction of the Nutrition Focused Physical Exam (NPE) to assess nutritional status and identify protein calorie malnutrition and micronutrient based lesions. Focus is concentrated on lesion terminology and identification, as well as the specific etiologic nutrients and use of the 5 axes of evidence to validate the diagnosis.

MND 550 Nutriokinetics/Nutriodynamics
Prerequisite: MND 535 or permission from the instructor **4 Credit Hours**
Focus on the nutritional physiology nutriokinetics and nutriodynamics. The impact of agent, host and environmental factors on nutriokinetics as etiologies for nutritional injury will be investigated. Pathophysiology principles will be integrated in the course to support the application of the Kight model.

MND 555 Applied MNT1 **3 Credit Hours**
Prerequisite: MND 530
A practicum/supervised practice experience that includes medical nutrition therapy, food service/clinical management and community rotations and further develops the skills to determine nutrition diagnoses & etiologies, macro/micronutrient needs and formulate appropriate medical nutrition therapy plans utilizing the 9 step NCP. The interrelationships of nutrition with biochemical, physiological and anatomical changes associated with acute, chronic, and terminal illness are considered in development of the basic NPE skills. Experiences take place in hospitals, clinics, and other practice settings in which medical nutrition services are provided. These rotations are designed to meet the ACEND competencies for entry level practice.
This course includes a didactic component that serves to reinforce the supervised practice experiences.

MND 570 Applied MNT2 **1 Credit Hour**
Prerequisite: MND 555
A 160 clinical hour practicum (4 week staff relief – 40 hours/week).
Culmination of MNT supervised practice experience. Student assumes the role of the clinical RD in providing all clinical nutrition care of patients for a 4 week time period, utilizing the 9 step NCP and incorporating the NK/ND modeling. Experiences take place in hospitals, clinics, and other practice settings in which medical nutrition services are provided.

MND 580 Contemporary Topics in Food & Nutrition 2 **2 Credit Hours**
Prerequisite: BS in dietetics or equivalent
Literature based course designed to provide the opportunity to delve more deeply into current nutrition-related topics with relevance to advancing practice knowledge and skills. Topics will be outlined by students and the instructor. Student-led and instructor supported reading and discussion groups provide the basis for the course structure, building upon knowledge and practice experiences.

MND 600 Research Application in Nutrition Diagnostics 1 3 Credit Hours
Prerequisites: MND 545 & MND 550
Explore challenges in designing and interpreting research studies assessing nutrient effects. The student will design a clinical research proposal, with the topic approved by course instructor(s).

MND 610 Nutrition Focused Physical Exam 2 2 Credit Hours
Prerequisite: MND 545
Development of the Nutrition Focused Physical Exam (NPE) to assess nutritional status and identify protein calorie malnutrition and micronutrient based lesions. The interrelationships of nutrition with biochemical, physiological and anatomical changes associated with acute, chronic, and terminal illness are considered in development of the NPE skills. In-depth look at the body areas: oral/perioral, skin and related structures and selected body systems as nutrient based lesions. Identification of differential diagnoses and use of the 5 axes of evidence is emphasized. Patient cases seen in the hospital will be used to provide clinical context for discussion.

MND 620 Advanced Applied MNT 1 Clinical & Lecture 2 Credit Hours
Prerequisite/Co-requisite :MND 610
A clinical practicum/supervised practice for graduate level students, along with 1 hour of theory to complement the practice experience. These experiences are designed for the student to develop and advance skills in utilizing the NPE, the Kight NK/ND modeling and the 9 step NCP. Experiences take place in hospitals, clinics, and other practice settings in which medical nutrition services are provided.

MND 630 Advanced Applied MNT 2 Clinical & Lecture 2 Credit Hours
Prerequisite: MND 620
A clinical practicum/supervised practice, along with 1 hour of theory to complement the practice experience. This course is designed for the advanced student to develop and advance skills in utilizing the NPE, the Kight NK/ND modeling and the 9 step NCP. Patient cases are utilized for group discussion.

MND 640 Advanced Nutrition Assessment 3 Credit Hours
Pre-requisite /Co-requisite: MND 630
Further development of assessment skills: focus on history gathering to strengthen the 5 axes of evidence. The interplay of inflammation, pathology, aging, sarcopenia with nutritional status will be investigated. Assessment of macro and micronutrient status will be discussed in the context of The Stages of Injury/Nutritional Injury.

MND 650 Advanced Geriatrics 2 Credit Hours
Prerequisite/Co-requisite: MND 630, MND 640 or permission from instructor
An in-depth look at the inter-relationship between aging and nutrition. Physiological, psychological, and sociological aspects of aging, theories of aging, internal and external factors related to nutrient intake, and nutrient needs will be considered utilizing the nutriokinetic and nutriodynamic modeling. The nutrition focused physical exam will be a major focus in assessing the elderly patient with multiple pathologies.

MND 660 Research Application in Nutrition Diagnostics 2 1 Credit Hour
Prerequisite: MND 600
This course is designed for the student to become a more proficient writer. The student will develop a publication quality article, utilizing the nutritional injury model, for dissemination and presentation to peers, preceptors, and healthcare professionals. The topics will be approved by the course instructor(s).

MND 670 Advanced Pharmacology Applications 1 Credit Hour
Prerequisite: MND 523
This course integrates evidence-based research, clinical experience and critical thinking to systematically assess and manage drug-nutrient interactions. Class discussions with case-scenarios will be utilized to demonstrate application of the class topic.

MASTER OF SCIENCE IN OCCUPATIONAL THERAPY

FALL 1

MSOT 502 Applied Anatomy & Kinesiology (Lab course) 4 Credit Hours
Prerequisite: Acceptance to the MSOT program.
This course will cover anatomical structures and movement as they relate to occupational performance, specifically person factors. Content will review and expand upon knowledge from undergraduate A &P prerequisite courses and will add components of motor analysis. Content will include but not be limited to anatomy review and use of virtual software , anatomical models and movement analysis of video cases.

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 in client/population/organization planning. Community population awareness and cultural sensitivity will be addressed. Team membership and IPE will be introduced as well as the roles of other health care providers. Content will include but not be limited to journaling, time use diaries, learning style analysis, use of APA 6th ed. in writing assignments and beginning observation skills.

MSOT 515 Human Conditions and Occupational Dysfunction (Hybrid)
Prerequisite: Acceptance to the MSOT program. **3 Credit Hours**
This course examines the impact of human pathologies (both acute and chronic) on occupational performance . Content will include but not be limited to pathological dysfunction of body structures and functions as well as behavioral/neurological issues that affect occupational performance across the lifespan. Elements of both PEOP and the OTPF-3 will be discussed.

MSOT 520 Occupational Therapy Foundations and Activity Analysis (lab course)
Prerequisite: Acceptance to the MSOT program.
3 Credit Hours

This course introduces the students to the foundations of the occupational therapy profession. This course includes activity analysis lab. Content will include history of occupational therapy practice and theory as well as the core concepts of occupational science as the basis for practice. Ecological models (PEOP, EOHP and PEO) will be discussed in relationship to 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.

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 prerequisite child/developmental/lifespan psychology concepts relative to the development of children, adolescents, adults and elders will be related to environments and cultures. Content will include but not be limited to developmental milestone review, arena observations, and multicultural assessment of occupational choices.

SPRING 1

MSOT 535 The Occupational Therapy Process 2 Credit Hours
Prerequisite: Successful completion of semester 1 coursework
Co-requisite: MSOT 540, MSOT 545, MSOT 570, MSOT 555, MSOT 560 and successful completion of level 1-A fieldwork experience
This course describes and allows exploration of common tasks of the occupational therapist. As a bridge between the medical environment and the sociocultural environments of communities, occupational therapists must be able to deliver direct services, document assessments and interventions, utilize electronic and written documentation, and provide screening and consultation services to consumers. Content will include but not be limited to documentation of observations; clarification of objective and subjective information; narratives; restrictions and limits imposed by governments and third party payers. Use of and integration of standardized assessment data to inform intervention planning will be explored.

MSOT 540 Applied Neuroscience 3 Credit Hours
Prerequisite: Successful completion of semester 1 coursework
Co-requisite: MSOT 535, MSOT 545, MSOT 570, MSOT 555, MSOT 560 and successful completion of level 1-A fieldwork experience
This course provides and understanding of neuroscience particularly the correlation between brain and behavior. Classroom experiences examine principles of neurophysiology in health, occupational performance as well as theories regarding brain plasticity and learning.

MSOT 545 Assessment, Evidence & Intervention I (AEI-1) 4 credit Hours
Prerequisite: Successful completion of semester 1 coursework
Co-requisite: MSOT 535, MSOT 540, MSOT 570, MSOT 555, MSOT 560 and successful completion of level 1-A fieldwork experience
The 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. Includes Level 1-A Fieldwork experience in multiple settings that address behavioral challenges to occupational performance.

MSOT 570 Innovations and Technology to Support Occupational Performance 3 Credit Hours
Prerequisites: Successful completion of all coursework in first year of curriculum. Co-requisites: MSOT 575, MSOT 580, MSOT 605, MSOT 565 and successful completion of Level 1-A fieldwork.
This course explores the use of adaptation and accommodation to support occupational performance across disabilities and the lifespan. Inclusion of new technologies as well as low-tech solutions will be presented. Interdisciplinary solutions and collaboration will be emphasized. Students will produce plans and proposals for funding solutions.

MSOT 555 Research Design and Evidence in Occupational Therapy 3 Credit Hours
Prerequisite: Successful completion of semester 1 coursework
Co-requisite: MSOT 535, MSOT 540, MSOT 545, MSOT 550, MSOT 560 and successful completion of level 1-A fieldwork experience
This course introduces the use of evidence-based practice; the use of research data as support for intervention; and the design of research questions and models. Review of statistical tools, data collection and analysis, as well as aspects of qualitative and quantitative research designs will be done using the literature of the profession.

MSOT 560 Group Process in Occupational Therapy 1 Credit Hour
Prerequisite: Successful completion of semester 1 coursework
Co-requisite: MSOT 535, MSOT 540, MSOT 545, MSOT 570, MSOT 555, and successful completion of level 1-A fieldwork
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.

FALL 2

MSOT 550 Vision, Perception & Cognition 3 Credit Hours
Prerequisite: Successful completion of year one coursework
Co-requisite: MSOT 535, MSOT 540, MSOT 545, MSOT 555, MSOT 560 and successful completion of level 1-A fieldwork experience
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.

MSOT 575 Health Care Administration & Management (Hyb) 3 Credit Hours
Prerequisites: Successful completion of all coursework in first year of curriculum.
Co-requisites: MSOT 570, MSOT 580, MSOT 605, MSOT 565 and successful completion of Level 1-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.

MSOT 580 Assessment, Evidence & Intervention II (AEI-2) (Level 1-B fieldwork)
Prerequisites: Successful completion of all coursework in first year of curriculum.
Co-requisites: MSOT 575, MSOT 570, MSOT 605, MSOT 565 and successful completion of Level 1-A fieldwork **4 Credit Hours**
This is the second course in a series of intervention planning and implementation. The course investigates and explicates reasoning for assessment and intervention to address clients' sensorimotor abilities. It builds on the understanding of behavior and motivation to promote efficient and effective interventions that address occupational performance barriers imposed by physiological, genetic, environmental and/or traumatic factors. Evidence-based models to remediate and/or restore function will be explored. Didactic and practical experiences are included. Includes Level One Fieldwork experience in multiple settings that address neuromusculoskeletal challenges to occupational performance.

MSOT 605 Research Project I 3 Credit Hours
Prerequisites: Successful completion of all coursework in first year of curriculum.
Co-requisites: MSOT 570, MSOT 575, MSOT 580, MSOT 565 and successful completion of Level 1-B fieldwork
Students will work in small groups (5-6) with a faculty mentor to develop a viable research proposal. At the end of this semester, students will complete a literature review as part of a research proposal. NIH training will be required as preparation for IRB submission.

MSOT 565 Ethics, Culture & Global Perspectives 3 Credit Hours
(Hyb/online) Prerequisites: Successful completion of all coursework in first year of curriculum Co-requisites: MSOT 550, MSOT 575, MSOT 580, MSOT 605, and successful completion of Level 1-B fieldwork
This course examines issues ethics as delineated by the American Occupational Therapy Association (www.aota.org) and the World Federation of Occupational Therapy(www.wfot.org). The topics of occupational justice and occupational apartheid will be reviewed. Aspects of health care disparities, health literacy, cultural sensitivity, educational preparation and healthcare practices will be explored using a variety of global examples and solutions.

SPRING 2

This semester will be structured to address specific course information. MSOT 610/620 will run for 8 weeks each, and include structured level 1 fieldwork experiences. MSOT 625 will be held online weekly with some in-seat guest lectures. MSOT 650 builds on the research project group and process from MSOT 604.

MSOT 610 Assessment, Evidence & 4 Credit Hours
Intervention III (AEI-3) (Level 1-C fieldwork)
Prerequisites: Previous courses in the MSOT curriculum; 3.0 GPA; successful completion of Level 1- B fieldwork Co-requisites: MSOT 650, MSOT 625
This course is the third in the series. Integration of material covered in earlier clinical courses is expected; clinical reasoning, use of research and evidence, and pragmatic reasoning outside of clinical settings will be explored. Services provided in facilities serving sub-acute, extended care, outpatient, assisted living, home care and hospice populations will be emphasized. The role of Occupational Therapy as support for clients and families as provider, consultant and evaluator will also be explored. Aging in place, technological support, hospice services, and team community interventions Level 1 fieldwork will be experienced in 5-7 day block in a related setting.

MSOT 620 Assessment, Evidence & 4 Credit Hours
Intervention IV(AEI-4) (Level 1-D fieldwork)
Prerequisites: Previous courses in the MSOT curriculum; 3.0 GPA; successful completion of Level 1- C fieldwork Co-requisites: MSOT 650, MSOT 625
This course is the fourth and final in the series. Integration of material covered in earlier clinical courses is expected; clinical reasoning, use of research and evidence, and pragmatic reasoning outside of clinical settings will be explored. The provision of occupational therapy in educational environments from at-risk to prevocational will be explored. Understanding of early intervention, natural environments, and RTI will be emphasized. The role of Occupational Therapy with children and families as provider, consultant and evaluator will also be explored. Level 1-C fieldwork will be experienced in 5-7 day block in a related pediatric setting.

MSOT 625 Creative Leadership & Entrepreneurship 3 Credit Hours

Prerequisites: Previous courses in the MSOT curriculum; 3.0 GPA; successful completion of Level 1- B fieldwork Co-requisites: MSOT 610-620,

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

MSOT 650 Research Project II 3 Credit Hours

Prerequisites: Previous courses in the MSOT curriculum; 3.0 GPA; successful completion of Level 1- B fieldwork Co-requisites: MSOT 610-620, MSOT 625

Students will work in small groups (2-3) with a faculty mentor to continue work on the previously identified research proposal. By the end of this semester the plan for data collection and analysis will be implemented as approved by the institutional IRB.

Culminating Summer/Fall Coursework 2017

MSOT 670 Level 2 fieldwork Summer (May – August) 3 Credit Hours

Prerequisite: Successful completion of all previous coursework

This is the first of two mandatory full time Level II fieldwork experience rotations. Students spend 12 weeks at program-negotiated facilities 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 cross the lifespan and support the development of skill as a generalist practitioner.

MSOT 691 Research and Clinical Synthesis I 3 Credit Hours

This capstone course is the first in the series of two for the MSOT program. Students communicate online and work with their research-mentor and peers to polish and finalize the manuscript based on the research that they have conducted. Clinical questions and evidence affecting practice will be presented in an online format. At the end of the MSOT 670 experience, students return to Cox College for a seminar to process their experiences, reflect on their learning, and provide feedback to the program regarding educational preparation and the clinical site.

MSOT 675 Fall (September – December) 3 Credit Hours

Prerequisite: Successful completion of all previous coursework

This is the second of two mandatory full time Level II fieldwork experience rotations. Students spend 12 weeks at program-negotiated facilities 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 cross the lifespan and support the development of skill as a generalist practitioner.

MSOT 693 Research and Clinical Synthesis II 3 Credit Hours

This course represents the final capstone in the academic progression of the MSOT program. Reflective blogs, topic-specific online discussion boards and evidence sharing will characterize networking between students as well as a connection to the faculty. At the end of the fieldwork period, a return to Cox College for a culminating seminar will be required. Seminar topics will include licensure information, application for NBCOT certification and closure of the academic portion of students' learning journey. Identification of potential community mentors, development of peer support networks and availability of continuing education opportunities (including doctoral preparation) will be explored. Presentation of research projects to the college community will accompany the seminar.

Cox College

Title: Disability Accommodation, Documentation and Process (ADA)	Formulated: 05/07
Submitted by: President	Reviewed: Next Review:
Approved by: College Leadership Council	Revised: 07/08, 04/14

Americans with Disabilities Act/ Section 504 of the Rehabilitation Act of 1973/Students with Disabilities

Purpose:

Cox College is committed to providing equal educational access for all of its students by ensuring that students with qualified disabilities receive reasonable accommodations that support effective participation in all aspects of the educational experience. The College complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.

Forms Utilized: ***Request for Disability Accommodation***

Policy:

I. Accommodation of Disabilities

Students or prospective students with disabilities as defined by applicable law have the right to request reasonable accommodations from the college. Where applicable, the college will make reasonable accommodations for individuals with disabilities.

Reasonable accommodations under this policy may include reasonable modifications to the college's policies, practices, and procedures where necessary for individuals with disabilities, unless doing so would require a fundamental alteration in the college's programs or curriculum or pose a direct threat to the health or safety of others. Examples of some areas in which reasonable accommodations may be available include, but are not limited to, classroom and/or testing situations, academic support resources, access to facilities, assistive technology, registration, and parking. In setting forth this policy, it is important to note that the college does offer programs with technical standards and functional abilities requirements that are essential functional requirements for the profession. Individuals must be able to meet those technical standards, with or without reasonable accommodation, in order to participate in the college's programs. 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. For more information on the technical standards necessary for admission and graduation, refer to the Technical Standards and Functional Abilities for Admission and

Graduation, contact the Vice President of College Services, or contact the Coordinator of student support.

II. Procedure for Requesting Accommodation

Students bear the responsibility for disclosing a disability and requesting reasonable accommodations. For information regarding disability accommodation and/or reasonable accommodations, please contact:

Coordinator of student support, 1423 N. Jefferson Ave., Springfield, MO 65802, 417.269.3225, studentservices@coxcollege.edu.

Any individual with disability seeking accommodation should submit the following materials to the Coordinator of student support and account for the following:

1. Completed Written Application for Accommodation. An application may be obtained from the Academic Resource Center, the Coordinator of student support or the Vice President of College Services. The request will also include the completion of the *Request for Disability Accommodation* form.

2. Supporting Documentation. Documentation is an important tool for determining qualification for accommodation, reasonable accommodations, and developing a plan for providing such accommodations. Relevant documentation includes, but is not limited to, the individual's description of his/her needs in the application; records of past accommodations and services from another educational institution or environment; formal psychological or medical evaluations or testing; letters from health, education, or service providers; school records; and other necessary or appropriate documentation, and as requested by the college. If an individual does not have copies of this information, the individual is welcome to meet with the Coordinator of student support or Vice President of College Services to discuss obtaining supporting documentation. Medical information provided by an individual pursuant to this policy will be kept confidential to the extent possible, except that information may be shared as necessary to implement accommodations.

3. Time frame for Submission. Documentation must be submitted within a reasonable timeframe. To obtain accommodations by the start of an academic period, the individual should submit the materials required by this section to the Coordinator of student support at least three (3) weeks before the first day of classes. Such notice allows the individual and the college a reasonable period of time to engage in the process set forth in this policy.

III. Procedure Following Request for Accommodation; Right to Appeal

Following receipt of all materials outlined in Section III above, the Coordinator of student support will review the materials submitted, with the assistance of an outside medical professional (if necessary), and conduct a confidential interview/meeting with the individual within ten (10) business days, if needed. Reasonable accommodations are determined through collaboration of the Coordinator of student support, the Vice President of College Services, the individual, appropriate faculty, individual departments, and outside professionals (as warranted).

The Coordinator of student support

shall communicate to the individual in writing the decision about whether reasonable accommodation is necessary and can be provided without fundamental alteration of the program and/or without posing a direct threat to the health or safety of others within five (5) business days of the decision.

The individual may appeal the decision, in writing, by submitting a letter to the College President that indicates the desire to appeal, within five (5) business days after notification of the decision. The individual's letter should be sent to: 1423 North Jefferson, Springfield, MO 65802, Attn: President. Failure to submit a request for appeal within the time frame set forth herein will result in an acceptance of the decision and waiver of the individual's right to appeal.

The President shall, within five (5) business days of receipt of the letter requesting an appeal, call a special meeting of the College Leadership Council to hear the appeal.

The individual shall be given a minimum of ten (10) business days advance notice of the College Leadership Council's special meeting date. The meeting shall be held within fifteen (15) business days of the request for appeal, unless extension is required due to extraordinary circumstances, determined in the President's sole discretion. The individual will be informed that the individual may appear at the College Leadership Council's special meeting to present his/her request and/or relevant documentation. During the College Leadership Council's special meeting, the Coordinator of student support or another representative of the college shall present the decision and documentation and other information supporting the decision. The individual shall have the opportunity to present his/her request, documentation, and reasoning. (The Coordinator of student support or representative speaking on behalf of the college's decision shall leave the meeting room during the individual's presentation.) After the College Leadership Council hears both the college's representative and the individual's

individual, deliberate, and vote, based on the circumstances and the law. (The Coordinator of student support or college representative presenting the college's decision shall not be permitted to vote on this issue.) The College Leadership Council's decision shall be binding, and the individual shall have no further right to appeal.

The President shall inform the individual in writing of the College Leadership Council's decision within three (3) business days of the decision.

When a reasonable accommodation is deemed necessary, the Coordinator of student support will develop a plan identifying the student's condition(s) requiring accommodation, the circumstances under which accommodations are needed, and the reasonable accommodations recommended in the collaborative process described above. Information in the plan will be distributed to those who need to know that information to put any accommodation in place. The Coordinator of student support will contact individual faculty members to discuss, as necessary, the recommended accommodations and the process for implementation. If an accommodation is provided, the accommodation applies on a prospective basis. For example, an accommodation provided does not apply to course work completed before the request for and implementation of the accommodation was provided. The Coordinator of student support arranges for the accommodation(s). However, it is the student's responsibility to establish and maintain communication with his/her instructors and the Coordinator of

student support and to take all necessary steps to complete and perform the accommodation plan.

IV. Temporary Accommodations

The disability accommodation process outlined in this policy may take time. As a result, it is important that an individual requesting accommodation provide promptly all materials required by this policy in the timeframes outlined herein.

In some cases, however, the process may not be completed before an accommodation must be implemented. As a result, on a case-by-case basis, and when reasonable, a temporary accommodation may be implemented pending completion of the disability accommodation process under this policy. Such a temporary accommodation is implemented solely based on the need for additional time to complete the disability accommodation process, and shall be in place only until the disability accommodation process is complete. The provision of a temporary accommodation should not be construed in any way as eligibility for accommodation or a determination as to the reasonableness of the accommodation provided. The provision of a temporary accommodation does not in any way alter or eliminate the requirements of this policy or excuse the individual from meeting the requirements of this policy.

V. Concerns and Complaints

Any individual who has concerns about the accommodations provided or not provided or who wishes to submit a complaint about discrimination or harassment based on disability should contact the Academic Resource Center, Coordinator of student support, Vice President of College Services, the Dean of the individual's department, and/or the President. Any such concern or complaint will be handled under the college's Non-Discrimination/Harassment Policy and/or Complaint Procedures for complaints on the basis of disability, age, sex, color, race or national original, a copy of which is contained in the Student Catalog and may also be obtained through the Academic Resource Center or any of the individuals listed above.

VI. Publication of Policy

This policy shall be publicized in the college handbook and shall be provided to all college faculty and administrators.

Cox College
Request for Disability Accommodation

Date: _____ Requested Semester and Year: _____

Student ID:_____

Name: _____

Address: _____

E-mail_____

Home Phone: _____ Cell Phone: _____

Status (Please circle one.): Freshman Sophomore Junior Senior

Describe the disability for which you are requesting accommodation (e.g. learning disability, visual impairment, physical impairment, other):

Describe the current impact and functional limitations of the disability:

Describe accommodations you have received previously and the effectiveness of those accommodations:

List the course name for which you are requesting accommodation, the accommodation(s) requested, and how long you anticipate needing the accommodation:

Has a physician, vocational rehabilitation counselor, or other health professional recommended a specific accommodation? No_____ Yes_____

If you answered yes, please attach a copy of the recommendations.

Provide medical documentation. Please include copies of any and all medical documentation you have to support your request for accommodation. Your request for accommodation cannot be processed until Cox College receives medical documentation supporting your request.

Submit this application and medical documentation to Coordinator of student support, Cox College, 1423 N. Jefferson Ave., Springfield, MO 65802; phone 417-269-3225; fax 269-6140; e-mail studentservices@coxcollege.edu.

Confidentiality:

Information supplied in this application will be treated as confidential and will only be shared on a need-to-know basis with faculty and administrators at Cox College. I understand and agree that information in this application may be released to faculty and administrators at Cox College to assess whether a disability exists; what, if any, reasonable accommodations may be provided by Cox College; and to assist in implementing and monitoring any accommodations provided.

Signature: _____ Date: _____

Cox College

Complaint and Grade Resolution Process

Submitted by: Institutional Effectiveness and Research Council
Reviewed by: Faculty Senate, Policy and Compliance Council
Approved by: Leadership Cabinet 5/17/2016
Next Review: 5/2019
Revised:

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

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

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

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

Complaint Resolution Processes

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

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

a. Specific details about the student's complaint
b. Documentation supporting the complaint
c. Indicate the student's desired outcome

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

Cox College

Title: Non-Discrimination/Harassment Policy	Formulated: March 1999
Submitted by: Director of Student Services Non-Discrimination/Harassment Coordinator	Reviewed: 2002, 2/03 Next Review:
Approved by: College Leadership Council	Revised: 10/07, 12/09,04/14

Purpose:
Cox College is committed to creating and maintaining an atmosphere in which all individuals can work and learn free of all forms of harassment, exploitation or intimidation.

Forms Utilized:

Policy:

General Statement
Cox College prohibits discrimination on the basis of age, sex, color, disability, marital status, race, religion, ethnic or national origin.

Harassment consists of unwelcome conduct, whether verbal, physical or visual, based on a person's protected status such as age, sex, color, disability, marital status, race, religion, ethnic or national origin. Cox College will not tolerate, condone or subject anyone to any form of harassment. In addition to being illegal, any form of harassment violates the dignity of the individual and the integrity of the college as an institution of learning.

Sexual harassment is a type of harassment based on sex. Sexual harassment as defined by the Equal Employment Opportunity Commission is: "Unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic standing and
2. Submission to or rejection of such conduct by an individual is used as a basis for academic or personal decisions affecting such an individual, or
3. Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive work or learning environment. Sexual harassment may include explicit sexual propositions, sexual innuendo, gender-specific traits, foul or obscene language or gestures, display of foul or obscene printed or visual material, and physical contact such as patting, pinching or brushing against another's body.''

Applicability
These complaint procedures apply to complaints alleging discrimination and/or harassment on the basis of age, sex, color, disability, marital status, race, religion, ethnic or national origin, including complaints made by college employees and students against faculty, staff, students, supervisors, co-workers, or non-employees (such as vendors). All individuals involved in

processing complaints under these procedures will be trained in complaint investigation and knowledgeable about the college's obligation to comply with laws prohibiting discrimination in the college's programs.

Filing a Complaint

The college has designated a Non-Discrimination/Harassment Coordinator (which is the Director of Student Services) to coordinate inquiries regarding its efforts to carry out this policy, to comply with laws prohibiting discrimination, and to receive complaints of discrimination and harassment. The Non-Discrimination/Harassment Coordinator may be contacted as follows:

Coordinator of student support
Cox College, 1423 N. Jefferson Ave., Room 305 Springfield, MO 65802
417-269-3225
studentservices@coxcollege.edu

Any employee or student who believes he or she has been subjected to discrimination or harassment on the basis of age, sex, color, disability, marital status, race, religion, ethnic or national origin may initiate a complaint by filing a written complaint with the Non-Discrimination/Harassment Coordinator detailing: (1) the date(s) and time(s) of the alleged conduct; (2) the names of all persons involved in the alleged conduct, including possible witnesses; (3) pertinent facts of the incident; (4) contact information for the complainant so that the college may follow up appropriately. If the complaint is to be filed against the Non-Discrimination/Harassment Coordinator, then the complaint should be filed with the Vice President of College Services, Cox College, 1423 N. Jefferson Ave., Springfield, MO 65802; 417-269-8423.

Administrators, supervisors and faculty members who receive a report or complaint of discrimination or harassment, or witness what they perceive to be discrimination or harassment, should immediately report such information to the Non-Discrimination/ Harassment Coordinator. Staff members and students who witness what they perceive to be discrimination or harassment, or receive other information regarding an incident of discrimination or harassment, are encouraged to report such information to the Non-Discrimination/Harassment Coordinator.

Complaints of discrimination and/or harassment on the basis of disability, age, sex, race, color, or national origin may also be filed with the U.S. Department of Education, Office for Civil Rights, One Petticoat Lane, 1010 Walnut, Suite 320, Kansas City, Missouri 64106, (816) 268-0550.

Good Faith Complaints

Good faith complaints of discrimination and harassment will be investigated under these procedures. However, knowingly making a false complaint or report is prohibited, and those who do so will be subject to disciplinary action.

Non-Retaliation

Employees and students can make good faith reports and complaints about discrimination and harassment without fear of reprisal. Retaliation by any person against a person filing a complaint, making a report, or participating in an investigation is absolutely prohibited and will result in disciplinary action.

Confidentiality

The college endeavors to maintain confidentiality with respect to the complaint and investigation to the degree that it can be maintained while conducting a thorough investigation, but the college may be hindered in its ability to investigate a complaint if the person bringing the complaint requests complete confidentiality.

Those processing the complaint and all parties to the investigation must maintain the confidentiality of information obtained during a complaint, including the name of the person who filed the complaint and other information received during the processing of the complaint.

Investigation

Cox College will thoroughly and promptly investigate all complaints of discrimination and harassment. The investigation will be governed by the following procedures.

A. Commencement of the Investigation

After receiving the complaint, the Non-Discrimination/Harassment Coordinator will give a copy of the complaint to the Vice President of College Services, the Director of Human Resources, or the Vice President for Academic Affairs (as appropriate depending on whether the respondent is a student, staff member or faculty member) or "Investigating Officer" who will review the complaint and commence an investigation as soon as practicable but not later than seven (7) days after the complaint is made. During the course of the investigation, the Investigating Officer may consult with appropriate college personnel and outside counsel.

B. The Content of the Investigation

During the investigation, the complainant will have the opportunity to describe his or her allegations and present supporting witnesses or other evidence. The respondent will have the opportunity to respond to the allegations and present supporting witnesses or other evidence. The Investigating Officer will review the statements and evidence presented and may, depending on the circumstances, interview others with relevant knowledge, review documentary materials, and take any other appropriate action to gather and consider information relevant to the complaint. All parties and witnesses involved in the investigation are expected to cooperate and provide complete and truthful information.

During these conversations with the complainant and respondent, informal resolution methods may be considered and discussed, but the complainant is not required to accept any informal resolution. If an informal resolution is reached, it will be documented and signed by both parties and the matter will be deemed resolved.

If the complaint is not resolved informally and the Investigating Officer determines there are genuinely disputed material facts requiring resolution, an evidentiary hearing will be held before a panel of three hearing officers designated by the Investigating Officer. The panel shall select one of its members to preside over the hearing. The Investigating Officer will identify for the panel those genuinely disputed facts requiring resolution. The panel will review the statements and other evidence gathered by the Investigating Officer during the investigation. Both the complainant and respondent will be given an equal opportunity to address the panel. The panel may ask questions of the complainant and respondent, but the complainant and respondent will not be permitted to question each other. In its discretion, the panel may hear live testimony from witnesses, in which case any questioning will be conducted by the hearing panel itself.

The hearing panel shall resolve genuinely disputed material facts under a preponderance of the evidence standard. The hearing panel shall not be bound by the rules of evidence. The hearing panel will provide a written statement of its findings of fact to the Investigating Officer. If an evidentiary hearing is held, both the complainant and respondent will have similar and timely access to any information that will be used at the hearing.

C. Non-Attorney Support Person For Cases Involving Students

During the investigation process, both a student complainant and a student respondent may ask a non-attorney support person from the college community to accompany him or her to meetings with the Investigating Officer and to any evidentiary hearing. The support person must be an administrator, faculty member, or fellow student. In cases involving multiple student complainants or student respondents, the non-attorney support person cannot be another complainant or respondent. The non-attorney support person does not serve as an advocate on behalf of the complainant or respondent, and he or she must agree to maintain the confidentiality of the process.

D. Interim Measures

At any time during the investigation, in consultation with the Non-Discrimination/ Harassment Coordinator, the Investigating Officer may determine that interim remedies or protections for the parties involved or witnesses are appropriate. These interim remedies may include separating the parties, placing limitations on contact between the parties, suspension, or making alternative class-placement or workplace arrangements. Failure to comply with the terms of these interim remedies or protections may constitute a separate violation of the Non-Discrimination/Harassment Policy.

E. Findings Of The Investigation

At the conclusion of the investigation, the Investigating Officer will prepare a written report. The written report will explain the scope of the investigation and whether any allegations in the complaint were found to be substantiated by a preponderance of the evidence. The written report will incorporate any findings of fact resulting from an evidentiary hearing.

The preliminary report will be submitted to the Non-Discrimination/Harassment Coordinator. The Non-Discrimination/Harassment Coordinator may accept the preliminary report, request to review additional information, including summaries of party/witness statements or other information, or return the preliminary report for further investigation. After the review of the written report is complete, the Non-Discrimination/Harassment Coordinator will, for both the complainant and respondent, prepare and deliver a written determination of the complaint. The determination will be one of three outcomes:

1. Finding "No Violation"
   If there is a determination that the behavior investigated did not violate the Non-Discrimination/Harassment Policy, both parties will be so informed.

2. Finding "Inappropriate Behavior Not Rising To The Level Of A Violation"
   There may be a determination that the behavior investigated did not violate the Non-Discrimination/Harassment Policy, but was inappropriate, unprofessional, or violated some other college policy. The Non-Discrimination/Harassment Coordinator may determine that such inappropriate behavior merits discipline, ongoing monitoring, coaching, or other appropriate action. If so, the Non-

Discrimination/Harassment Coordinator may refer the matter to any appropriate administrator, dean or other manager for further proceedings or disciplinary measures consistent with college policy.

3. Finding "Violation"
   If there is a determination that the behavior violated the Non-Discrimination/Harassment Policy, the Non-Discrimination/Harassment Coordinator, in consultation with any appropriate administrator, dean, or other manager, will determine appropriate corrective and disciplinary action to be taken. In addition, the Non-Discrimination/Harassment Coordinator will implement reasonable and appropriate measures to ensure that the complainant is not subject to further harassment and to remedy the effects of any discrimination or harassment that may have occurred. Remedial steps may include, but are not limited to, counseling or training, separation of the parties, and/or discipline of the respondent, including written reprimand, suspension, demotion, termination, or expulsion in accordance with college policy. Remedial steps that do not directly affect the respondent shall be redacted from the respondent's copy of the written summary of findings.

F. Special Procedure Concerning Complaints Against The President, The Non-Discrimination/Harassment Coordinator, and Administrators Senior To Non-Discrimination/Harassment Coordinator

If a complaint involves alleged conduct on the part of the College President, the College Board of Trustees will designate an appropriate person to conduct the investigation required by these procedures. The written report of the investigation will be presented to the full Board of Trustees, which will prepare and issue the written determination and implement any appropriate and reasonable measures. The resolution issued by the full Board of Trustees is final and not subject to appeal.

If a complaint involves alleged conduct on the part of the Non-Discrimination/ Harassment Coordinator or any administrator senior to the Non-Discrimination/Harassment Coordinator, the President will designate an appropriate person to conduct the investigation required by these procedures. The written report of the investigation shall be presented to the President, who will prepare and issue the written determination and implement appropriate and reasonable measures. The resolution issued by the President is not subject to appeal.

G. Timing Of The Investigation

The College will endeavor to conclude its investigation and resolution of the complaint within sixty (60) days of receiving it. Both the complainant and the respondent will be given periodic updates regarding the status of the investigation. If either the complainant or respondent needs additional time to prepare or to gather their witnesses or information, they shall notify the Investigating Officer in writing explaining how much additional time is needed and why it is needed.

H. Rights Of The Parties

During the investigation and resolution of a complaint, the complainant and respondent shall have equal rights. They include:

- Equal opportunity to identify and have considered witnesses and other relevant evidence

- Similar and timely access to all information considered by the Investigating Officer and the Non-Discrimination/Harassment Coordinator in resolving the complaint
- Equal opportunity to review any statements or evidence provided by the other party
- Equal access to review and comment upon any information independently developed by the Investigating Officer
- Equal opportunity to address any hearing panel

Appeals

A. Grounds For Appeal

The complainant or respondent may appeal the determination of a complaint only on the following grounds:

- The decision was contrary to the substantial weight of the evidence
- There is a substantial likelihood that newly discovered information, not available at the time evidence was presented to the Non-Discrimination/Harassment Coordinator, would result in a different decision
- Bias or prejudice on the part of the Investigating Officer or Non-Discrimination/Harassment Coordinator, or
- The punishment or the corrective action imposed is disproportionate to the offense

B. Method Of Appeal

Appeals must be filed with the President within ten (10) days of receipt of the written determination of the complaint. The appeal must be in writing and contain the following:

- Name of the complainant
- Name of the respondent
- A statement of the determination of the complaint, including corrective action if any
- A detailed statement of the basis for the appeal including the specific facts, circumstances, and argument in support of it, and
- Requested action, if any.

The appellant may request a meeting with the President, but the decision to grant a meeting is within the President's discretion. However, if a meeting is granted, then the other party will be granted a similar opportunity.

C. Resolution Of The Appeal

The President will resolve the appeal within fifteen (15) days of receiving it and may take any and all actions that he or she determines to be in the interest of a fair and just decision. The decision of the President is final. The President shall issue a short and plain, written statement of the resolution of the appeal. The written statement shall be provided to the complainant, respondent, and the Non-Discrimination/Harassment Coordinator within three (3) days of the resolution.

Documentation

Throughout all stages of the investigation, resolution, and appeal, the Investigating Officer, the Non-Discrimination/Harassment Coordinator, and the President, as the case may be, are responsible for maintaining documentation of the investigation and appeal, including documentation of all proceedings conducted under these complaint resolution procedures, which may include written findings of fact, transcripts, and audio recordings.

Intersection With Other Procedures

These complaint resolution procedures are the exclusive means of resolving complaints alleging violations of the Harassment Policy and Complaint Procedures. To the extent there are any inconsistencies between these complaint resolution procedures and other college grievance, complaint, or discipline procedures, these complaint resolution procedures will control the resolution of complaints alleging violations of the Non-Discrimination/Harassment Policy.

COXHEALTH

SYSTEM POLICY EH04

TITLE: Blood/Body Fluid Exposure and Follow-up

SUBMITTED BY: Carol Grantham

APPROVED BY: Randall Cross, M.D, Medical Director, Employee Health

PUBLISHED DATE: 4/28/14

PURPOSE:
To provide the procedure for management of Healthcare Personnel Students, Volunteers, Patients and Visitors exposed to blood and body fluids.

POLICY:
Exposure to blood and other potentially infectious body fluids shall be evaluated with appropriate treatment provided, according to CDC guidelines. The policy is applicable to **Healthcare Personnel, Students, Volunteers, Patients, and Visitors** at CoxHealth who may incur a blood or body fluid exposure during the course of work, educational experience or as a Patient or Visitor, regardless of whether the exposure occurs in the clinical setting or otherwise.

SCOPE: All CoxHealth locations

DEFINITIONS:
1. Blood/Body Fluid Exposure:
    A. Percutaneous injury in which blood or blood-derived fluids are transferred through the skin via a needle or other sharp object that has been contaminated with blood or blood derived fluids.
    B. A mucous membrane exposure in which blood or blood-derived body fluids contact the mucous membranes of the eye, nose, and/or mouth.
    C. Blood or blood-derived body fluid contact with non-intact skin, i.e. skin that is abraded, chapped, lacerated, or afflicted with dermatitis.
    D. Ingestion of human breast milk by a neonate from a source other than the infant's mother.
    E. Human bite injuries in which the skin is broken and blood exposure occurs to the mouth of the biter. Exposure may also occur to the bitten person if the biter has blood in their mouth prior to biting, or an open sore of the gums or mucous membranes such as active gingivitis, tooth abscess, or aphthous ulcer.

2. Body Fluids:
    A. Blood.
    B. Blood-derived body fluids, i.e. semen, cerebrospinal fluid, pleural fluid, peritoneal fluid, vaginal secretions, synovial fluid, pericardial fluid, amniotic fluid, or breast milk.
    C. Any body fluid or substance containing visible blood.
    D. Un-fixed tissue or organ.

E. Fluids or un-fixed tissues containing HIV, or lab specimens of fluid or un-fixed tissue containing HIV.

3. Healthcare Personnel:
   A. All persons who provide services at CoxHealth, whether paid or unpaid.

4. Students: All students who engage in educational experiences at Cox College and/or CoxHealth.

PROCEDURE:

1. In the event of a blood or body fluid exposure, the exposed person shall:
   A. Wash the site with soap and water or flush mucous membranes with water.
   B. Report **immediately** to:
      - Employee Health Nurse.
      - Nursing Administration Supervisor (NAO) in the event Employee Health Nurse is unavailable.
      - Supervisor.
      - Appropriate Faculty Supervisor.
   C. Fax completed " **Blood and Body Fluid Exposure Form**" **(See Appendix A)** to**:** Employee Health, Springfield **417-269-4996**
   D. Enter an incident report in the on-line reporting system. See Appendix B

2. Employee Health, Nursing Administration Supervisor, Appropriate Faculty Supervisor, or Designated Persons will implement the following steps:
   A. For a **Known Source Patient,** order the following labs on source patient.
      a. **Needle Stick Protocol** as soon as possible on source patient.
         i. Needle stick protocol:
            HIV 1 Antibody Screen
            HIV 1/O/2 Antibody
            Hepatitis B Surface Antigen by EIA Hepatitis C Antibody
   B. For **positive HIV** results on **Source Patient**, order **PEP baseline labs on exposed health care worker.**
      a. Hepatitis B Surface Antibody
      b. Hepatitis B Surface Antigen
      c. Hepatitis C Antibody
      d. HIV 1 & 2 Antibodies by EIA
      e. ALT/SGPT
      f. CBC
      g. CMP
      h. Beta-hCG serum (if female)
   C. For **positive Hepatitis B Surface Antigen results** on **Source Patient**, order **baseline Hepatitis B labs on exposed health care worker**.
      a. Hepatitis B surface antibody (if negative order)
         i. Hepatitis B panel
            Hepatitis Bs antigen Hepatitis
            Bc Ab IgM
   D. **For positive Hepatitis C result on Source Patient order Hepatitis C baseline labs on exposed person.**
      a. ALT/SGPT

b. Hepatitis C Antibody

E. For an **Unknown Source Patient** order following baseline labs on exposed person.
   a. **HIV 1/O/2 antibody**
   b. **Hepatitis C Antibody**
   c. **Hepatitis B Panel**
      i. Hepatitis B panel
         Hepatitis B Surface Antibody Hepatitis Bs Antigen
         Hepatitis Bc Ab IgM

F. Counsel exposed person utilizing attached document. **(See Appendix C).** For any questions, individuals may contact Employee Health.

G. **Coordinate Post Exposure Prophylaxis (PEP) evaluation with: (See Appendix D).**
   a. Occupation Medicine during regular office hours.
   b. Emergency Department after office hours will see exposed persons in the following situations
      i. If source patient is positive for HIV infection.
      ii. If source patient is positive for Hepatitis B infection.
      iii. Unknown Source.

H. Completion of follow-up appointments will be coordinated by Employee Health.

REFERENCES:

http://wwwnc.cdc.gov/travel/yellowbook/2014/chapter-2-the-pre-travel-consultation/occupational-exposure-to-hiv
http://www.nccc.ucsf.edu/about nccc/pepline/

APPENDIX A Blood Body Fluid Exposure form
APPENDIX B Incident Report
APPENDIX C What You Should Know If You Have Been Exposed to HIV.docx
APPENDIX D Determining HIV Post-Exposure PEP.docx

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Cox College
2016 - 2017 Academic Calendar

Fall 2016	
August 1-12, 2016	Fall Intersession
August 1, 2016	Last Day for 100% Tuition and Fees Refund /Last Day to add a Class Fall Intersession
August 2, 2016	Last Day for 50% Tuition & Fees Refund Fall Intersession
August 11, 2016	New Student Orientation
August 12, 2016	Fall Intersession Ends
August 15, 2016	Fall Classes Begin
August 16, 2016	Fall Intersession Final Grades are Due
August 17, 2016	Last Day for 100% Tuition & Fees Refund /Last Day to add a Class (1st 8 Week Class)
August 19, 2016	Last Day for 100% Tuition & Fees Refund /Last Day to add a Class (16 Week Class), Last Day for 50% Tuition & Fees Refund (1st 8 Week Class)
August 26, 2016	Last Day for 50% Tuition & Fees Refund (16 week Class)
August 22, 2016	Fall Census Date
September 5, 2016	Labor Day (No Classes)
September 5-9, 2016	Mid Terms (1st 8 Week Class)
September 9, 2016	Last day to withdraw with a "W" (1st 8 Week Class)
September 16, 2016	Midterms Grades Due (1st 8 Week Class)
September 23, 2016	Last Day to withdraw from 1st 8 Week Class
September 23, 2016	Last day to withdraw with a "W" for 16 Week Class
October 3-7, 2016	Finals (1st 8 Week Class) Mid Terms (16 Week Class)
October 10-14, 2016	Fall Break - no classes
October 17, 2016	2nd 8 week classes begin
October 18, 2016	1st 8 Week Class Grades Due/Mid Term Grades Due (16 Week Class)
October 19, 2016	Last Day for 100% Tuition & Fees Refund/Last Day to add a Class (2nd 8 Week Class)
October 21, 2016	Last Day for 50% Tuition & Fees Refund (2nd 8 Week Class)
October 24, 2016	Spring and Summer Registration Begins
November 7-11, 2016	Mid-Terms (2nd 8 Weeks)
November 11, 2016	Last day to withdraw with a "W" (2nd 8 Week Class)
November 15, 2016	Mid-Terms Grades Due (2nd 8 Weeks)
November 21-25, 2016	Thanksgiving Break - no classes
November 23-25, 2016	Thanksgiving Holiday (College Closed except 11/24)
November 28, 2016	Last day to withdraw from the semester (16 Week Class and 2nd 8 Week Class)
December 12-16,2016	Finals Week
December 16, 2016	Fall Semester Ends & Graduation
December 20, 2016	Final Grades are Due
December 23, 2016-January 2, 2017	Christmas Break (College Closed except 12/25, 1/1)

Spring 2017

January 3-13, 2017	Spring Intersession
January 3, 2017	Last Day for 100% Tuition & Fees Refund /Last Day to add a Class Spring Intersession
January 4, 2017	Last Day for 50% Tuition & Fees Refund Spring Intersession
January 13, 2017	Spring Intersession Ends
January 16, 2017	Martin Luther King Day (College Closed)
January 17, 2017	Spring Classes Begin
January 17, 2017	Spring Intersession Final Grades are Due
January 19, 2017	Last Day for 100% Tuition & Fees Refund/Last Day to Add a Class (1st 8 Week Classs)
January 20, 2017	Last Day for 100% Tuition & Fees Refund/Last Day to Add a Class (16 Week Class), Last Day for 50% Tuition & Fees Refund (1st 8 week Class)
January 23, 2017	Spring Census Date
January 27, 2017	Last Day for 50% Tuition & Fees Refund (16 Week Class)
February 6-10, 2017	Mid Terms (1st 8 Week Class)
February 10, 2017	Last day to withdraw with a "W" (1st 8 Week Class)
February 14, 2017	Mid-term Grades Due (1st 8 Week Class)
February 24, 2017	Last day to withdraw with a "W" (16 Week Class)
March 6-10, 2017	Finals (1st 8 Week Class) Mid-Terms (16 Week Class)
March 13-17, 2017	Spring Break (No Classes)
March 20, 2017	Second 8 week classes begin
March 21, 2017	1st 8 Week Class Grades Due
March 22, 2017	Last Day for 100% Tuition & Fees Refund/Last day to add a Class (2nd 8 Week Class)
March 24, 2017	Last Day for 50% Tuition & Fees Refund (2nd 8 Week Class)
March 27, 2017	Fall Registration Begins
April 10-13, 2017	Mid-Terms (2nd 8 Week Class)
April 13, 2017	Last Day to withdraw with a "W" (2nd 8 Week Class)
April 14, 2017	Good Friday (College Closed)
April 18, 2017	Mid Term Grade are Due (2nd 8 Week Class)
April 21, 2017	Last Day to withdraw from the semester (16 Week Class and 2nd 8 Week Class)
May 8-12, 2017	Finals Week
May 12, 2017	Spring Semester End & Graduation
May 16, 2017	Final Grades are Due

Summer

May 15, 2017	Summer Session Begins
May 15, 2017	Last day for 100% Tuition & Fees Refund/Last Day to Add a Class
May 16, 2017	Last day for 50% Tuition & Fees Refund
May 29, 2017	Memorial Day (No Classes)
June 5, 2017	Summer 8 Week Classes Begin

June 7, 2017	Last day for 100% Tuition & Fees Refund/Last Day to Add a Class (8 Week Classes)
June 9, 2017	Last day for 50% Tuition & Fees Refund (8 Week Classes)
June 12, 2017	Summer Census Date
June 30, 2017	Last Day to withdraw with a "W" from Summer Session
July 4, 2017	Independence Day (No Classes)
July 14, 2017	Last Day to withdraw from Summer Session
July 24-28, 2017	Finals Week
August 11, 2017	Summer Session Ends
August 15, 2017	Final Grades are Due

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Certificate Tuition	$225.00	
ASR Tuition	$350.00	
Associate's and General Education Tuition	$400.00	
Bachelor's Tuition	$410.00	
Graduate Tuition	$525.00	
Fees		
Application	$50.00	
Typhon Fee (MSN and MSOT)	$85.00	
Acceptance/Drug Test/Criminal Background	$175.00	
Student Services Fees	$50.00/Credit Hour	
Graduation Fees		
Undergraduate	$125.00	
Graduate	$150.00	
SGA Fee	$10.00	
Lab Fee	$150.00	
Technology Fee	$150.00/Semester	
Transfer Evaluation (Program Courses)	$50.00	
Fitness Center Fee	$25.00	
Other Fees		
Nursing Testing Fee	$150.00	
Nursing Re-Testing Fee	$50.00	
Past Due Balance	$50.00	
TEAS	$100.00	
ACE Exam	$100.00	
Return Check Fee	$25.00	
Parking fine	$25.00	
Official Transcript	$15.00	

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