

Cox College CATALOG

2020 -2021

Volume 24

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GENERAL INFORMATION

Catalog Statement

The programs described in this publication apply to students enrolling and graduating within the academic year of 2020-2021 at Cox College.

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

A Brief History of Cox College

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

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

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

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

The Bachelor of Science in Nursing degree program became available in 1997. Since then, Associate of Science in Medical Assisting, Associate of Science in Radiography, Bachelor of Science in Diagnostic Imaging, Master of Science in Nursing, Master of Science in Nutrition Diagnostics, and Master of Science in Occupational Therapy, respectively, compile the list of Higher Learning Commission approved program options available through the College.

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

Mission Statement, Vision, Core Values, and Goals

Mission Statement

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

Vision

Cox College: Leaders in healthcare education

Core Values

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

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

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

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

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

Goals

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

The Cox College Pin

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

The design of the pin reflects the religious inspiration for the school of nursing that was established in 1907 by the hospital that has since evolved into CoxHealth. The design also connects nursing and other health care professions with their distant roots as sacred and altruistic vocations. In this spirit, Cox College is committed to awarding this pin to graduates who are educationally prepared to be caring and competent health care professionals.



Accreditations and Organizations

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

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

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

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

The Bachelor of Science in Nursing degree at Cox College is accredited by the Commission on Collegiate Nursing Education (CCNE), One Dupont Circle, NW, Suite 530, Washington DC 20036, 202-887-6791.

The Master of Science in Nursing degree at Cox College is accredited by the Commission on Collegiate Nursing Education (CCNE) <http://www.aacn.nche.edu/ccne-accreditation>

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

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

The Master of Science Occupational Therapy (MSOT) program is accredited by the Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449, www.aota.org.

Arkansas Higher Education Coordinating Board certification does not constitute an endorsement of any institution, course or degree program. Such certification merely indicates that certain minimum standards have been met under the rules and regulations of institutional certification as defined in Arkansas Code §6-61-301.

Cox College 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.

Arkansas residents: Note that all students should be aware that these degree programs may not transfer. The transfer of course/degree credit is determined by the receiving institution.

Cox College has entered into agreements with the following colleges and universities:

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

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

Accreditation Commission for Education in Nursing (ACEN) (*previously National League for Nursing Accrediting Commission*)
American Association of Colleges of Nursing (AACN)
American Association of Collegiate Registrars and Admissions Officers (AACRO)
American 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 (AVECO)
College and University Professional Association for Human Resources (CUPA-HR)
Council of Independent Colleges (CIC)
Health Physics Society (HPS)
Medical Library Association
Midwest Association of Student Financial Aid Administrators
Missouri Association of Colleges of Nursing
Missouri Association of Collegiate Registrars and Admissions Officers (MACRAO)
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 Association of Veterans' Program Administrators (NAVPA)

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 Nutrition Diagnostics/Dietetic Internship (MND/DI), the Master of Science in Nursing degree (MSN) as a Family Nurse Practitioner, Psychiatric Mental Health Nurse Practitioner, or Nurse Educator, and the Master of Science in Occupational Therapy (MSOT). In addition, a post-master certificate is offered in all three MSN tracks.

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

The ASR degree qualifies the graduate to apply to take the American Registry of Radiologic Technologists' (ARRT) certification examination to become a registered radiologic technologist and 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), and Magnetic Resonance Imaging (MRI)). The BSDI degree has four enrollment options to accommodate individuals from varying educational experiences. These tracks include: 1) BSDI entry-level track for incoming freshman students, 2) BSDI specialty track for those students registered in Radiography or another primary imaging modality, 3) BSDI completion track for those students registered in Radiography or a primary modality AND a specialty (secondary) imaging modality, and 4) Credentialing pathways for students wanting to specialize in a specialty imaging modality.

The Master of Science in Nutrition Diagnostics/Dietetic Internship (MND/DI) is a 22-month combined program for individuals who have completed at least a bachelor's degree, as well as accredited Didactic Program in Dietetics (DPD) coursework requirements. The MND/DI provides the supervised practice experience that is required to be eligible to take the registration examination for dietitians. The combined program offers students the opportunity to complete a Master of Science in Nutrition Diagnostics as a component of the required supervised practice component. The MND/DI program has a concentration in nutrition diagnostics and is designed to meet the competencies for entry-level practice as an RD.

The Master of Science in Nutrition Diagnostics (MND) program is a 36-hour graduate degree in nutrition diagnostics designed for the practicing clinical RD. The program also provides the ability of students who have completed the Nutrition Diagnostic Dietetic Internship to finish a Nutrition

Diagnostics master's degree. The MND program curriculum is the same as the MND/DI didactic coursework, eliminating the surprised practice experiences required for a dietetic internship.

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

The Master of Science in Nursing (MSN) Program is designed for the working nurse and can be completed in 18-22 months of fulltime study. Course work is primarily online, with limited seated attendance. The curriculum designed to allow admission twice during an academic year. The MSN degree offers 36-42 credits and upon completion of the degree, the graduate is eligible to take the national certification exam as Family Nurse Practitioner, Psychiatric Mental Health 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 are eligible to take the National Board for Certification in Occupational Therapy certification examination. The program is 2.5 years full time and includes twenty-four weeks of full-time clinical fieldwork. Entry into the Master of Science in Occupational Therapy (MSOT) degree program requires a bachelor's degree or 90 college credits and prerequisite courses.

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

Notices

Non-Discrimination Policy

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

Inquiries concerning the non-discrimination policy or the procedure for filing a complaint should be addressed to Abby Craigmyle, VP of Corporate Compliance for CoxHealth (417) 269-8806, Abby.Craigmyle@coxhealth.com, or to the Office for Civil Rights.

Non-Discrimination Harassment Policy and Complaint Procedures

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

Harassment consists of unwelcome conduct, whether verbal, physical, digital/electronic, or visual, based on a person's protected status such as age, sex, color, disability, marital status, race, religion, ethnic or national origin, and any other basis protected by law. Sex discrimination includes discrimination on the basis of pregnancy, gender identity, and failure to conform to stereotypical notions of femininity and masculinity. Sexual violence is a severe form of sexual harassment prohibited by this Policy. The College will not tolerate, condone, or subject anyone to any form of harassment. In addition to being illegal, any form of prohibited harassment violates the dignity of the individual and the integrity of the College as an institution of learning. Inquiries concerning the non-discrimination policy or the procedure for filing a complaint should be addressed to Abby Craigmyle, VP of Corporate Compliance for CoxHealth (417) 269-8806, Abby.Craigmyle@coxhealth.com, or to the Office for Civil Rights.

Services and Accommodations for Students with Disabilities

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

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

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

Technical Standards and Functional Abilities for Admission and Graduation

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

| Issue | Standard | Examples* |
|-------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Critical Thinking | Critical thinking sufficient for clinical judgment. Analytical thinking sufficient to transfer knowledge from one situation to another, to problem solve, to prioritize tasks and to use long-term and short-term memory. | Competent assessment of patient in timely manner, correct interpretation of assessment, readily respond with appropriate interventions and treatment plans, ability to work alone and to make correct, independent decisions as needed. Identify cause-effect relationships in clinical situations. Ability to recognize and evaluate inconsistencies, discrepancies, and inaccuracies in medical dictation and appropriately edit, revise and clarify report without altering the meaning or changing the dictator's style. |
| Communication | Communication abilities sufficient for verbal and written interaction with others. Ability to speak, comprehend, read, and write English at a level that meets need for accurate, clear and effective communication. | Can follow verbal and/or written instructions. Can communicate and receive information from multiple sources simultaneously (e.g. receiving information from doctor on telephone while reviewing computer screen). Must communicate patient responses to therapy to health care providers, document therapeutic procedures performed on patient, initiate health teaching, and consult with other health care providers in a professional manner. Knowledge and use of appropriate English punctuation and grammar to effectively respond to discrepancies in medical dictation. |
| Mobility | Physical abilities sufficient to move from room to room, walk in hallways, maneuver in small spaces and includes the strength necessary to lift patients as needed. | Walking to and from departments to patient rooms via stairs and room to room to take care of patients on a team: assisting in patient transport. |
| Motor Skills | Gross and fine motor abilities sufficient to provide safe and effective nursing care. Accurately operate office equipment simultaneously. | Perform vital signs, CPR, transporting patients, physical assessment, and manipulating equipment. Be able to pick up, grasp and manipulate small objects with hands and writing with a pen or pencil. Versatility in use of a Dictaphone, foot pedal and computer keyboard while listening and transcribing. |
| Hearing | Auditory ability sufficient to monitor and assess health needs. Hearing acuity sufficient to accurately interpret and record patient data into medical reports. Hearing acuity sufficient to accurately interpret information from multiple sources. | Auscultation of BP, breath sounds, heart sounds, bowel sounds, hearing alarms in units, call bells, telephones, converse with patients, family and staff. Communicate clearly in telephone conversations. Communicate effectively with patients and with other members of the health care team. |
| Visual | Visual ability sufficient for accurate observation and assessment | Read computer screens, patient charts/flow sheets, monitors, read prescriptions and administer medications, |

| Issue | Standard | Examples* |
|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | necessary to provide nursing care and to obtain and discern accurate recording of patient data information. | assess patient skin color, reading thermometers. Proofread the medical report while transcribing to edit and revise without altering the meaning of report. |
| Tactile | Tactile ability sufficient for physical assessment and to provide nursing intervention. | Perform palpation, give injections, start IVs, perform sterile and non-sterile dressing changes and urinary catheterization; assist patient with daily activities. Perform keystrokes with accuracy and speed. |
| Smell | Detect odors. | Detect smoke, client odors such as alcohol on breath and excretions. |
| Health stamina | Health status level which permits the student to meet classroom and clinical objectives. Ability to meet physical demands of prolonged sitting and coordination of hands and feet. | Stamina sufficient (i.e. diabetic allows for snacks) to participate in continuous clinical activities for length of time required by course. Sitting for 75% of time with use of foot pedal and hand control of keyboard and dictaphone. |

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

*These are not all-inclusive.

Family Educational Rights and Privacy Act (FERPA) Directory Information

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

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

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

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

Notification of Students Rights Regarding Education Records

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

1. The right to inspect and review the student's education records.

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

Financial Condition Information Requests

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

Student Exposure to Blood, Potentially infectious Body Fluids, and Illness

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

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

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

Background Investigation and Drug Screens

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

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

If the background investigation and/or drug screen results indicate adverse information, the admission to the College and certificate or degree program may be denied or rescinded. All background investigations and drug screening will be kept strictly confidential and disclosed only to those who have a legitimate educational interest in their contents or for any other purpose permitted by FERPA or state law. A copy of the policy is also provided to all students during college orientation.

Drug-Free Schools

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

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

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

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

Substance Abuse Policy and Drug Free Environment

Students of the college are subject to the *Drug-Free Schools policy*. A copy of this policy is provided to all students during college orientation. Additional copies are available in the Student Resources Center.

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

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

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

1. An observable phenomenon such as direct observation of drug use and/or the physical symptoms, alcohol on the breath or manifestations of being under the influence of a drug

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

Tobacco-Free Facilities

In accordance with CoxHealth System policy and efforts to promote and encourage healthy lifestyles, Cox College is a tobacco-free environment. Use, sale or distribution of tobacco products is prohibited inside and outside all buildings on the Cox College campus. All CoxHealth buildings, grounds and parking lots are tobacco-free. Tobacco use will not be permitted in or within 500 feet of Cox hospital and CoxHealth facilities including public rights of way. Employees/students may not smoke or use tobacco in any form while wearing their CoxHealth photo ID badge or in CoxHealth issued uniforms, scrubs or other clothing provided by CoxHealth whether at work or off duty. Employees/students may not smoke in their vehicles while on campus. Employees/students with an offensive smoke odor on or in their clothing may be asked to change into a set of hospital-issued scrubs or sent home on their own time to change clothes. Failure to comply may result in disciplinary sanctions.

Copyright Policy

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

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

Peer-to-Peer File Sharing Program

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

- Institutions make an annual disclosure that informs students that the illegal distribution of copyrighted materials may subject them to criminal and civil penalties and describes the steps that institutions will take to detect and punish illegal distribution of copyrighted materials.

- Institutions certify to the Secretary of Education that they have developed plans to “effectively combat” the unauthorized distribution of copyrighted material.
- Institutions, “to the extent practicable,” offer alternatives to illegal file sharing.
- Institutions identify procedures for periodically reviewing the effectiveness of the plans to combat the unauthorized distribution of copyrighted materials.
- This document outlines Cox College’s plan to comply with these requirements.

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

Annual Disclosure Requirement

- Annually, the following statement will be distributed to all Cox College faculty, staff and students and be posted on the College website:

Cox College complies with the provisions of the Digital Millennium Copyright Act (DMCA). It is illegal, as described in the Federal Law, and more recently the DMCA to download, upload, or distribute in any fashion, copyrighted material, in any form without permission or a license to do so from the copyright holder.

- In order to use Cox College and CoxHealth computing resources, members of the college community are required to sign the *CoxHealth Confidentiality & Security Agreement* and agree to the provisions of the *Copyright and CoxHealth Policy*, *CoxHealth Information Security & Privacy Violation Policy*, *CoxHealth Internet Acceptable Use Policy*, and related policies. Members of the College community must follow institutional policies for appropriate use of technology resources as well as comply with all applicable copyright laws.
- Cox College policies and procedures concerning the Digital Millennium Copyright Act are published online in Policy Manager.
- Posters are mounted in student computer labs and elsewhere to discourage illegal file sharing.
- Information about illegal distribution of copyrighted materials is posted in both the student and faculty portals, College Catalog, Faculty and Staff Handbooks, and in select Canvas courses.
- The Library Online *Journal Article Request* form includes the copyright notice. A copyright disclaimer is also included on every email that has an attached article reprint (whether it was scanned from an in-house print journal or received from another library (Inter-library loan)).

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

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

particular site that has been blocked, that site will be reviewed and permission must be granted by network administration.

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

Offering Alternatives to Illegal File Sharing

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

Reviewing Effectiveness

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

Institutional Policies and Disciplinary Procedures

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

Federal Copyright Laws Civil and Criminal Penalties Summary

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

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

Campus Communication

Reader Board

A reader board is placed in the lobby as a key communication tool for activities, deadlines, etc. In addition, the board will provide a special welcome to campus guests.

Signs and Posters

The Vice President for Student Affairs and College Advancement must approve signs and posters to

be displayed in the college and all external advertisements and signage.

Communication Devices

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

The clinical agency or college is NOT responsible for loss or theft of any device.

ADMISSIONS

Admissions Office

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

If you would like more information or to schedule an admission appointment, please contact the Cox College Admissions office (417-269-3401, toll-free 1-866-898-5355, or admissions@coxcollege.edu).

The Admissions office is located on the first floor of Cox College and is open Monday through Friday, 8:00 a.m. to 5:00 p.m.

The mailing address is:

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

Admission Standards

Regular Admission – First Time Undergraduate Student

- Official high school transcript or official GED* certificate
- Composite ACT of 18 or SAT combined score of 940 (on a 1600 scale) 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 940 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

Transfer GPA

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

Provisional Admission

Provisional admission requires the applicant to take and pass 12 credit hours of general education studies at Cox College and have a cumulative GPA of 2.5 or higher in the 12 credit hours. The 12 credit hours must be completed within two semesters.

Graduate Admission

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

Admission Steps

- **SCHEDULE a Tour**

Schedule a one-on-one appointment with an admissions recruiter to learn more about our programs.

- **SUBMIT an Application***

Submit a completed application online along with a \$50 nonrefundable application fee to coxcollege.edu/home/applications.

*Priority service date: A minimum of two months prior to the start of the semester. Applications are valid for one year from the date of application. Resubmission of a completed application with a \$50 application fee will be necessary after one year.

- **APPLY for Financial Aid***

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

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

- **REQUEST Official Transcripts**

High school*, GED*, and all post-secondary educational institutions.

Transcripts must be sent as official documents from the institution via mailed in a sealed envelope or online through an institution's transcript service.

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

- **REVIEW of documents**

Applicants will be notified of their admission status after all documentation required for admission has been received and processed.

- **APPLY to the Specific Program**

Some programs may require additional application steps. Please consult the program chairperson for details.

Home School Requirements

Home school transcripts are required. These transcripts must show course listing, semester in which course was taken, course credit number, and the grade received for each course. A cumulative GPA is recommended to be calculated. A final transcript with the date of completion and an approved signature is required.

ACT/SAT

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

Credit Awarding

Advanced Placement (AP) Credit

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

College Level Examination Program (CLEP)

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

International Baccalaureate (IB)

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

U.S. Citizenship

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

Requirements Prior to the First Program-Specific Course

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

A. Immunization Requirements:

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

B. Additional Requirements for program admissions:

- Negative drug screen*
- Clear background check*
- 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).
- Any additional trainings as needed (SafeColleges, Cerner, etc.)

*See Background Investigations and Drug Screen, p. 17.

NOTE: Please see individual program requirements for requirements specific within this catalog.

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.

Re-enrollment to College

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

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

To re-enroll, the student must:

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

Re-Admission to Programs

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

Re-Enrollment to Cox College, Cox College Graduate

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

Transfer of Credit

General Education Transfer Credits

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

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

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

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

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

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

Graduate level coursework will be evaluated on a case-by-case basis by the program to be awarded as undergraduate credit.

Credit Hour Conversion

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

- For credit offered at an institution operating on a quarter calendar, credit hours will be awarded at a 0.67 (two-thirds) conversion
- For credit offered at an institution operating on a trimester calendar, credit hours will be awarded at a 0.83 conversion

International Credit

Transfer coursework from international institutions may be accepted. If transferring credits from an international college or university, the transcript must be evaluated by World Education Services (WES). The evaluation must provide the following:

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

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

Program-Specific Transfer Credits

Students desiring to transfer program-specific credits must contact Admissions and:

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

COVID-19 Transfer Policy

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

- Due to programmatic admission standards, Cox College strongly encourages students to choose the traditional grading scale offered by the grade-awarding institution.
- If a student chooses the pass/fail option for a course from the grade-awarding institution, the pass/fail will be transcribed as such on the student's official transcript, credit will be

awarded, but GPA points will not be awarded. For admission purposes/decisions, the “P” or Pass grade will be viewed as a “C” grade.

Transfer Credit Limit

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

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

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

Minimum Credit Hour Requirement

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

Transfer of Credit

| Program Name | General Education Transfer Credits | Program Specific Transfer Credits |
|--------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ASMA Associate of Science in Medical Assisting | Up to 45 credits | Evaluates Each Request |
| ASN Associate of Science in Nursing (Transfer credit cannot exceed maximum total of 52 credit hours.) | Up to 17 credit hours for both general education and program. Core science transfer courses (Anatomy, Physiology, and Chemistry) must have been completed no later than five (5) years prior to matriculation. The average cumulative GPA in core science course work must be 2.5 or higher. | Evaluates Each Request The second year of nursing courses must be completed at Cox College with a minimum of 20 credit hours earned at Cox College. |
| ASR Associate of Science in Radiography (Transfer credit cannot exceed maximum total of 57 credit hours.) | Up to 25 credit hours for required general education. The average GPA for required general education must be at a 3.00 or higher. Core science transfer courses (Anatomy and Physiology) must have been completed no later than five (5) years prior to matriculation. | Evaluates Each Request |
| BSDI Bachelor of Science in Diagnostic Imaging (Transfer credit cannot exceed maximum total of 90 credit hours.) | Up to 12 credits | Evaluates Each Request |
| BSN Bachelor of Science in Nursing (Transfer credit cannot exceed maximum total of 90 credit hours for students.) | Up to 90 credit hours for both general education and program. Core science transfer courses are (Anatomy, Physiology, Chemistry, Microbiology, and Pathophysiology). Anatomy, Physiology, and Microbiology must have been completed no later than five (5) years prior to matriculation. The average cumulative GPA in core science course work must be 2.5 or higher | The last two semesters of clinical nursing course work must be completed at Cox College with a minimum of 30 credit hours earned at Cox College. Evaluates Each Request. (For students in previous catalog year, please consult previous catalog.) |
| MND Master of Science in Nutrition Diagnostics | Not Applicable | Only courses eligible for consideration are courses equivalent to Cox College's. 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. |

FINANCIAL INFORMATION

BURSAR

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

Tuition and Fees

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

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

| Tuition | Per Credit Hour |
|------------------------------------------------------------|-----------------|
| Associate of Science in Radiography | \$355.00 |
| Associate of Science in Medical Assisting | \$405.00 |
| Associate of Science in Nursing | \$435.00 |
| General Education | \$415.00 |
| Bachelor of Science in Nursing | \$420.00 |
| Bachelor of Science in Nursing (RN-BSN) | \$415.00 |
| Bachelor of Science in Diagnostic Imaging | \$415.00 |
| Both Master of Science in Nutrition Diagnostic Programs | \$605.00 |
| Master of Science in Occupational Therapy | \$610.00 |
| Master of Science in Nursing | \$600.00 |

| Fees | |
|------------------------------------------|------------------------|
| Application | \$50.00 |
| Acceptance/Drug Test/Criminal Background | \$175.00 |
| Student Services Fees | \$5.00 Per Credit Hour |
| Graduation Fees (non-negotiable) | |
| Undergraduate | \$125.00 |
| Graduate | \$150.00 |
| Lab Fee | \$160.00 |
| Technology Fee | \$160.00 Per Semester |

| Other Fees | |
|-------------------------------------------|--------------|
| ATI Complete Package (UG Nursing) | \$795.00 |
| Skills Kit/Note Packet (Course Dependent) | \$5.00-90.00 |
| Past Due Balance | \$50.00 |

| | |
|--------------------------------------|------------------|
| TEAS Exam (UG Nursing) | \$80.00 |
| ACE Exam (LPN Bridge Only) | \$35.00 each |
| Return Check Fee | \$25.00 |
| Parking Fine | \$25.00 |
| Official Transcript | \$15.00 |
| Exaat Fee (MSOT) | \$120.00 |
| Rad Review Fee (ASR) | \$115.00 |
| Dietetic Internship | \$10,000.00 |
| Trajecsys (Program Track Dependent) | \$75-200.00 |
| ZoTero (MND) | \$30.00 Per Year |
| RD Exam Prep (MND/DI) | \$160.00 |
| OT Advocacy Fields Trips (MSOT) | \$50.00 |
| NBCOT Exam Prep (MSOT) | \$300.00 |
| Transfer Evaluation (Program Course) | \$50.00 |

Financial Arrangements

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

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

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

Financial Obligation Policy

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

Refund Policy for Drops and Withdrawals

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

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

| Course Length | 100% Refund of Tuition & Fees* | 50% Refund of Tuition & Fees* | No Refund |
|--------------------------------------------------------------------|--------------------------------|-------------------------------|------------------------------|
| Full Semester | Days 1-6 of semester | Days 7-11 of semester | After Day 11 of the semester |
| First 8-Week Session | Days 1-3 of session | Days 4-6 of session | After Day 6 of session |
| Second 8-Week Session | Days 1-3 of session | Days 4-6 of session | After Day 6 of session |
| Interession & Courses Scheduled Outside of Above Semester/Sessions | Day 1 of session | Day 2 of session | After Day 2 of session |

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

Return of Military Assistance

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

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

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

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

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

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

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

Billing Appeals Process

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

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

FINANCIAL AID

Financial Aid Office

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

- The Financial Aid Office is located on the third floor of Cox College.
- Personnel are available Monday - Friday 7:30 a.m. - 4:30 p.m.
 - Appointments are encouraged, but not necessary.
- **Telephone:**
 - 417-269-3160 (Verification/Scholarships/Access Missouri)
 - 417-269-3008 (Federal Loans/Private Loans/Awards)
 - 417-269-3458 (Pell Grants/Withdrawals/Work Study)
 - Toll Free 866-898-5355
- **Address:** Financial Aid Office, Cox College
1423 North Jefferson Avenue, Springfield, MO 65802
- **E-mail:** Financialaid@coxcollege.edu

General Information

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

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

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

Student Eligibility

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

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

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

Definition of Student Classification

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

Undergraduate (Fall, Spring, and Summer Semesters)

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

Graduate

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

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

| Undergraduate | | Graduate | |
|---------------|--------------------|--------------|-------------------|
| Freshman: | 1-30 credit hours | First Year: | 1-17 credit hours |
| Sophomore: | 31-60 credit hours | Second Year: | 18+ credit hours |
| Junior: | 61-90 credit hours | | |

Senior: 91-120 credit hours
Senior Plus: 120+

Classifications

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

Sources of Financial Aid

Cox College participates in the following financial aid programs:

Federal Programs

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

Federal Direct Loan Programs

Subsidized Stafford Loan
Unsubsidized Stafford Loan
Parent PLUS Loan for Undergraduate Dependent Students
Graduate PLUS Loan

State Programs

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

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

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

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

Missouri Family Education Loan Program (MOFELP)

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

Return of Title IV Aid

All schools are required to implement the *Return of Title IV Funds* federal policy. This policy ***could result in significant cost to the student***. Therefore, withdrawal from school should be a careful

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

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

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

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

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

Impact of Leave of Absence (LOA) on Student Loans

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

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

Impact of Attendance on Student Loans

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

When a student withdraws from Cox College, the determination will be made whether a student must repay monies previously disbursed. This repayment will be in accordance with federal regulations found in *Current Title IV Regulations* and outlined in the *Federal Student Financial Aid Handbook* or the Cox College Web site under Financial Aid and Bursar Info (FAQ)

Progress Standards

Satisfactory Academic Progress (SAP)

Federal regulations require that in order to receive financial aid, students must meet satisfactory academic progress (SAP) standards that ensure program completion in a timely manner. Whether a student is considered to be making satisfactory academic progress depends on successful semester completion of courses (credit hours), cumulative grade point average (GPA) and maximum completion rate requirements or Pace, to complete the student's course of study. Students must meet all GPA and Pace requirements listed to maintain financial aid eligibility.

Evaluation of Satisfactory Academic Progress

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

GPA Requirement

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

Completion Requirement

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

Maximum Time-Limit Requirements

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

Academic Probation Status

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

Denial Status

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

Student Financial Aid Appeal Process

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

Students who wish to appeal must use the following procedure:

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

Student Financial Aid Reinstatement Process

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

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

Automatic Termination of Financial Aid

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

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

Consumer Information

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

Special Circumstances

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

SAFETY AND SECURITY INFORMATION

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

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

Campus Security Information

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

Crime Statistics Reporting

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

The CoxHealth Security Services Department will make the determination as to whether a reportable offense has occurred. These reports will be compiled to prepare the annual Campus Crime and Security Survey for submission to the United State Department of Education, Office of Postsecondary Education. This report will be made available to the public by October 1st of each year. This report will be posted to the Cox College website for viewing. Additional information is provided to students on crime prevention, drug/alcohol abuse education and awareness and prevention of sex offenses. Information related to these programs and counseling services is available from the Student Resources Center.

Emergency Response and Evacuation Procedures

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

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

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

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

Emergency Procedures

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

Fire

Upon finding a fire in the college:

- Notify anyone in the area that a fire exists.
- Pull the nearest fire alarm. Fire alarms are located at every exit and at intervals along each hall.
- Use appropriate judgment in utilizing fire extinguishers.
- On exiting the room, close windows (if possible), close the door to the room to limit the spread of fire and smoke and evacuate the building.
- Notify the receptionist (if possible), of the location, type and extent of the fire.

Use of fire extinguishers

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

Evacuation of the College

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

- Any individual not in class or with a group at the time of evacuation should report to the individual in charge of roll call

Tornado

- The receptionist will be notified when a tornado warning is in effect and will notify occupants of the College via loudspeaker.
- Proceed by the nearest stairs to the basement areas without windows. These areas are:
 - Classroom 5
 - Hallway outside classroom 5
 - Basement hall (keeping a safe distance from glass areas at either end of the hall)
- The telephone in classroom 3 may be used for communication.
- All individuals evacuated to the basement will remain there until an “ALL CLEAR” is sounded.

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

Emergency Notification of Students—Procedures and Safeguards

Procedure

1. An emergency is defined by the individual seeking to contact the student.
2. Staff/faculty should confirm that the student is currently enrolled at Cox College. Staff may confirm that information with the caller as long as the student has not requested that such information not be divulged.
3. Callers should be told that we will attempt to contact the student but that it may not be possible to do so in a manner timely enough to respond to an emergency.
4. Callers will be directed to contact the student through alternate means (cell phone, pager), when applicable, that provide timelier access.
5. Staff will take the message and attempt to identify where the student is and in what course in the building or in the clinical area.
6. For students in class at the college, staff will convey the message to the student. For students in the clinical area, staff will contact the course coordinator and have them convey the message to the student.
7. If it has not been possible for staff to contact the student, an e-mail message should be sent to the student indicating that emergency notification was attempted and requesting that the student contact the Front Desk/Receptionist for further information, if necessary.

Guests in Classroom or Laboratory/Clinical Settings

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

Identification Badges

Students are required to obtain and display the Cox College photo ID badge at ALL times when they are at Cox College, Cox South, Cox North, and at any other clinical site. The ID badge is to be visible on the chest with the picture facing out at all times. By obtaining and wearing your approved ID badge, you can help maintain the security of our campus. The ID badge must be returned to Cox College or CoxHealth upon graduation, withdrawal from college, or leave of absence.

Students who forget their ID badge may obtain a temporary badge at the front desk. Valid photo ID may be required. There is no cost for the Cox photo ID when it is first acquired, but there is a fee for a replacement ID. For additional information, refer to the *Identification Badges for Cox College* policy.

Inclement Weather

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

Injuries to Students

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

Security Escort Service

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

Cox College is committed to provide a working and learning environment free of intimidation, violence and threats of violence and will make every effort to prevent incidents from occurring. Cox College condemns acts of violence and threats in the workplace and will make every effort to prevent incidents from occurring. Cox College follows the *CoxHealth Workplace Violence Prevention Program*. It is the duty of all members of the college community to report threats or acts of violence. No reprisals will be tolerated for reporting threats of workplace violence or for serving as a witness in investigations of incidents. Violations of this policy by any person within the college community may lead to disciplinary action, up to and including immediate discharge, and/or legal action as appropriate.

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

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

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

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

Students should promptly inform the Vice President of Student Affairs about any protective or restraining order that they have obtained with regard to partner violence. Employees should promptly inform the Human Resources Department of any protective or restraining order that they have obtained with regard to partner violence.

Violence Prevention

Cox College is committed to provide a working and learning environment free of intimidation, violence and threats of violence and will make every effort to prevent incidents from occurring. Cox College condemns acts of violence and threats in the workplace and will make every effort to prevent incidents from occurring. Cox College follows the *CoxHealth Workplace Violence Prevention Program*. It is the duty of all members of the college community to report threats or acts of violence. No reprisals will be tolerated for reporting threats of workplace violence or for serving as a witness in investigations of incidents. Violations of this policy by any person within the college community may lead to disciplinary action, up to and including immediate discharge, and/or legal action as appropriate.

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- Verbalizing threatening remarks.
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- Possession of a weapon while on college property or while on college business. (A permit to carry a weapon does not supersede CoxHealth policy banning weapons.)
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Students should promptly inform the Vice President of Student Affairs about any protective or restraining order that they have obtained with regard to partner violence. Employees should promptly inform the Human Resources Department of any protective or restraining order that they have obtained with regard to partner violence.

COVID-19

Faculty, staff, and students **may not** come to campus if they have experienced any of the following:

- Have tested positive for COVID-19 within the last 14 days
- Have had close contact within the last 14 days with a known COVID-19 positive person
- Have had any of the following symptoms of COVID-19 within the last 14 days that is unexplained:
 - fever,
 - cough,
 - shortness of breath,
 - chills,
 - repeated shaking with chills,
 - muscle pain,
 - headache,
 - sore throat,
 - new loss of taste or smell.

Faculty, staff, and students will not be permitted to return to campus until they have undergone testing for COVID-19 more than **three** days after their potential exposure to the virus, received results indicating that they are negative for COVID-19 infection, and provided documentation of such results to their supervisor or program chair. Students will be allowed to make up work during this time, and will not be penalized for missed class time.

Masking

All students, faculty, and staff must be masked to enter Cox College and remain masked while in the common areas building i.e. classrooms, student lounges, labs.

STUDENT RESPONSIBILITIES, RIGHTS, AND RESOURCES

Student Code of Conduct

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

- Demonstrate honesty, rationality and accountability (students displaying this behavior are those who readily admit mistakes and oversights, accept responsibility, and take corrective action).
- Maintain forthrightness with peers, staff and faculty and handle conflicts with other objectively.
- Utilize safe techniques even when not being supervised.
- Base statements only on information and facts known to be correct, and do not participate in malicious or slanderous conversation.
- Contribute to a classroom atmosphere conducive to learning.
- Comply voluntarily with the spirit, rules and policies of the college and any laboratory facilities.
- Maintain an academic environment conducive to learning.

Student Resources Center

The Student Resources Center at Cox College provides support for students and is administered by the Student Success Coordinator. It serves the college goal of helping students succeed academically by encouraging success strategies for college and for life. It also serves as an information hub and promotes academic, social, and personal development by helping students cultivate transition-to-college foundations such as study strategies, note taking tips, test taking proficiencies, time management skills, learning styles assessments, critical thinking resources and relaxation techniques, as well as providing guidance in dealing with stress, anxiety and personal concerns. All students are encouraged to utilize the resources available to them through the Student Resources Center.

The Student Success Coordinator supervises counseling appointments, the Early Intervention program, and other activities related to student success and meets with students on an individual or group basis. The coordinator also works with faculty with student referrals, helping students to create individualized academic success action plans.

Address and/or Name Change

Students should go to the Front Desk to update their information anytime an address, phone and/or name change occurs. They will need to provide photo identification and may be asked to provide documentation supporting the change (i.e., marriage license, etc.) Both local and permanent addresses are important and will be used for communications mailed from the college.

Primrose Perk/Bookstore

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

Food Service

Students may purchase meals at the at the Cox North and Cox South cafeterias. In addition, a microwave and a refrigerator are available in the main student lounge at the college. Vending machines are located in the basement area of the college and between the Skills Lab and Simulation Center.

Guests in Classroom or Laboratory/Clinical Settings

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

Name Tags and Identification

All students are required to obtain and display the Cox College photo ID at ALL times when they are at Cox South, Cox North, Cox College and at any other clinical site. The ID is to be visible on the chest with the picture facing out at all times. There is no cost for the Cox photo ID when it is first acquired, but there is a fee for a replacement ID. The Cox ID must be returned to Cox College upon graduation, withdrawal or leave of absence.

The Cox College photo ID is also necessary to access the college, as the main doors to the college are on a security-entry system.

Photo ID is part of a student safety process. The photo ID MUST be worn to ALL classes at Cox College. Cox College has adopted a NO tolerance policy regarding name tags. A student will not be allowed to remain on campus without your name tag.

Health Services

The college does not maintain a health center. Students who are having a health problem should be seen by their family physician, or they can visit the Urgent Care Center at either Cox North or Cox South-Turner Building, the Health department or a doctor of their choice. The Emergency Departments at Cox North and Cox South are available to provide services to students who need emergency health care. The college does not have a health insurance plan for students. Students who need medical attention are responsible for their own medical expenses.

Library Resources

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

Parking

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

General Parking Regulations

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

Recreation

Fitness Centers

CoxHealth provides fitness centers in numerous locations across southwest Missouri. These centers provide members free screening/assessments, educational opportunities, and many other services

to assist in a pursuit of a healthy lifestyle. Fitness centers are located on the campuses of Cox North, Cox South, Cox Willard, Cox Republic and the Meyer Center. Students may join these centers for a nominal fee, which includes a required orientation to the facilities.

Student Lounges

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

Student Activities

Cox College recognizes the importance of including recreation and relaxation in the schedule of a busy scholar. Students are encouraged to become acquainted with other members of the college community and to broaden their areas of interest through participation in campus life. The benefits which can be gained are proportionate to the amount of time spent with the college and the quality of work performed for the organization.

Simulation Center and Skills Lab

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, and Skills Lab. The Skills Lab is available for independent practice when the college is open. 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.

Student Leadership and Support Organizations

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

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

Cox College encourages students to take ownership of their interests and start a student organization. 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.

Technology Support Services

Cox College Technology Support Services supports students, faculty and staff on College-supported software/hardware.

Computer Labs

Cox College has computer labs for general student use with networked workstations. All computers feature Internet connectivity, Microsoft Office and access to CoxHealth library online research materials. The computer labs may be used for projects, typing and research, etc. Computer Assisted Instruction (CAI) modules, word processing, spreadsheets, Webmail and multimedia presentation software are available for student use.

To save documents, students **MUST** bring their own storage medium such as a USB flash drive or use designated network drive space.

No food or drink is allowed in the computer lab.

Transportation

Students are responsible for their own transportation to clinical facilities. Students are expected to park in designated parking areas for students. Non-compliance will result in fines and/or other disciplinary sanctions.

Tutoring Services

Academic support includes free tutoring (both online and face-to-face), in-class and independent workshops, and one-on-one appointments to focus on the student's specific academic needs. Tutoring is provided individually or in groups. NetTutor, an online tutoring service, offers students multiple assistance in a wide array of topics including online writing and paper review and can assist students in all academic areas. Faculty use an early intervention process to submit referrals to the Student Resources Center. Contact the Student Success Coordinator for more information.

ACADEMIC POLICIES AND PROCEDURES

General Information

Office of the Registrar

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

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

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

Academic Year

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

Advisement

Academic advising is available to all Cox College students. Once admitted to the college, students are assigned to an advisor. The advisor assists students with the proposed plan of study and course registration. Prior to registration each semester, students must consult with their advisor regarding progress toward meeting program requirements. Advisor approval is required in order to register for courses for the upcoming semester and make any other schedule changes.

It is highly recommended that students not making satisfactory progress meet with their advisor early in the semester. It may also be necessary to make an appointment with the Student Resources Center. The responsibility to arrange academic counseling rests with the student.

Repeating a Course

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

Auditing a Course

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

Change Degree Program/Track

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

Non-Degree Seeking Student

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

Classification of Students

Students are classified by earned credit hours as follows:

Undergraduate

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

Graduate

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

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

Undergraduate (Fall, Spring, and Summer Semesters)

Fulltime: Students enrolled in at least 12 credit hours
Three-quarter Time: Students enrolled in 9-11 credit hours
Half-Time: Students enrolled in 6-8 credit hours
Less-Than-Half time: Students enrolled in 1-5 credit hours

Graduate (Fall and Spring Semesters)

Fulltime: Students enrolled in at least 9 credit hours
Half-Time: Students enrolled in 5-8 credit hours
Less-Than-Half time: Students enrolled in 1-4 hours

Graduate (Summer Semester)

Fulltime: Students enrolled in 6 credit hours
Half-time: Students enrolled in 3-5 credit hours
Less-Than-Half time: Students enrolled in 1-2 credit hours

Change of Course Schedule

Adding a Course

Students wishing to add a course must complete the *Change of Schedule* form available on the student portal or in registrar's office. After completing the form, the student must obtain the signature of their advisor and return the form to the registrar within the appropriate add period.

Refer to the Academic Calendar for the semester's add period deadline in the back of this catalog.

Dropping or Withdrawing from a Course

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

Deadlines to drop a course or withdraw from a course prior to or during the semester are noted in the Academic Calendar at the back of this catalog.

If a course is listed as a corequisite to another course in which the student is enrolled, withdrawing from the corequisite course may require withdrawal from the concurrent course. Please see your advisor regarding this.

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

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

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

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

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

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

Credit and Course Information

Course Delivery Modalities

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

Online – 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.

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.

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 540 or higher.
- ACT English score of 22 or higher or an SAT Writing and Language score of 29 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.

The Associate of Science in Radiography (ASR) program requires that the English and Mathematics General Education requirements can only be met by completion of the required courses with a grade of "C-" or better. Advanced Placement scores may be considered on a case-by-case basis.

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.

Experiential Learning

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

Academic Integrity

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

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

Scholastic integrity involves the following behaviors:

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

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

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

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

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

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

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

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

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

Academic Discipline

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

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

General Education/Pre-Program Academic Status

Satisfactory Academic Standing

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

Academic Probation

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

Suspension

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

Disciplinary Probation

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

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

Dismissal

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

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

Re-admission*

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

1. Successfully complete nine hours at another regionally accredited institution (or at a college Cox College has an articulation agreement with) with a minimum grade of "B" in each of the courses. The nine hours must be completed in two consecutive terms.

2. Once the individual completes the nine hours required, he/she must submit an official transcript to Cox College and write a letter to the Registrar requesting re-admission to the college.

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

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

Online Integrity

Ensuring the integrity of distance education courses at Cox College is done via the student portal. Students access the online learning platform via a student portal, which requires one password and takes them to another secure log-on for the Canvas Learning Management System (LMS) itself. Students have access to courses three days prior to the term and then fourteen (14) days after the end of the term. When a student drops or withdraws from a course, the student loses access to the permissions to view the online course within twenty-four (24) hours.

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

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

Virtual Access

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

Student Success

Attendance

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

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

Excessive Absences

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

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

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

Grades

Grade Scale

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

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

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

A D+ grade and below does not meet degree requirements for students admitted into a college program. Any program course must be repeated in order to meet degree requirements (for financial aid purposes, only “D+, D, and D- grades may be counted as “passing”).

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

Retaken courses with credit awarded are indicated on the student’s transcript with an “R” notation.

Other Grades—not computed in the Grade Point Average:

| | |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| AU | Audit, no credit given |
| CR | Credit by examination |
| CV | Credit by validation; course requirement met |
| I | Incomplete (Requirements of the course are not met due to special circumstances. It is the student’s responsibility to make arrangements with the instructor for completing the course. (See Incomplete Course Grades below). |

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

Incomplete Course Grades

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

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

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

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

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

Grade Reports

Midterm and semester grade reports are posted on the student portal. The College reserves the right to delay viewing of grades until completion of end-of-course surveys.

Grade Point Average

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

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

Dean's List

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

Transcripts of Academic Records

Official Transcripts are issued through the Office of the Registrar. Transcripts are ordered online through the [Cox College Web site](#). The transcript fee is \$15.00. A transcript will not be issued if there are outstanding financial obligations to the college. Cox College issues one free transcript for each student upon graduation. Nursing program graduates must request that the free transcript be provided for initial licensure. Otherwise, the free transcript will be mailed directly to them following graduation.

Grade Appeal Procedure and Complaint Resolution Process

Complaint and Grade Resolution Process

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

Grounds for Bringing a Complaint

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

1. Denied opportunities provided to other students.
2. Held to standards different from those applied to other students in the same course or clinical group.
3. The recipient of the unequal or erroneous application of a departmental or Cox College policy; and/or
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 (3) instructional weeks* of the college's subsequent semester. Complaints alleging discrimination and/or harassment will be addressed using the College's *Non Discrimination/Harassment Policy*. Complaints around billing will be addressed with the College's *Billing and Appeals Policy*.

Complaint Resolution Processes

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

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

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

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

Catalog Year Change Policy

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

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

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

Leave of Absence

Leave of Absence from Programs and College

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

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

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

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

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

Military Leave of Absence (MLOA)

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

Graduation

Applications for Graduation

Two (2) graduation applications must be submitted the semester before a student plans to graduate. First, the applicant should sign the Application for Degree/Certificate Form provided by the advisor. The applicant should also complete and sign the general college Graduation Application which should include height/weight approximations (for academic attire ordering) and diploma and commencement program details. Both applications should be submitted to the Assistant Registrar when registering for the last semester. See the Academic Calendar on pp. 261-263 for application submission deadlines.

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

Graduation Requirements

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

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

Graduation Honors

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

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

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

Graduate students do not graduate with honors.

Withdrawal from Cox College

A student wishing to withdraw from the College is required to complete the *Withdrawal From College* form available from the Registration Office or the student portal. The official date of withdrawal noted on the Withdrawal form is used to compute tuition and financial aid. A student may withdraw from Cox College during the initial withdrawal period without academic penalty and a grade of “W” is recorded on the academic record. When a withdrawal occurs after the initial withdrawal period, the student will receive a “WP,” “WN,” or “WF” grade. “WP” and “WN” have no effect on the GPA. A “WF”

is computed into the GPA as an “F” for the course. Withdrawals from courses are not permitted during the final two weeks of a semester.

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

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

Military Educational Benefits

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

Veterans Affairs Benefits

Veterans, dependents, and dependents of disabled or deceased veterans who plan to attend and who claim benefits under any of the federal or state educational programs, should apply directly to their nearest Department of Veterans Affairs Office for a *Certificate of Eligibility (CoE)*. This can be completed online at www.Vets.gov. The CoE, along with the *Veterans Certification Request* form, should be presented to the Cox College Veterans Affairs School Certifying Official (SCO) each semester benefits are requested. ***Please note: if this is not received by the time of registration, there may be extensive additional delays in housing allowance, book stipends, and tuition payments to the student and/or school.***

To be eligible for full-time benefits, a student must be enrolled for 12 or more semester hours. (This may be decreased for graduate or post-graduate students.) One cannot receive educational benefits for auditing courses. VA regulations require that a student take courses that are applicable to one's degree program and that one makes satisfactory progress toward the degree. Veteran's benefits will be terminated for a student who fails to maintain satisfactory progress or receives dismissal for academic or disciplinary reasons. Students are required to notify the VA Regional Office of any enrollment changes or the termination of enrollment. The VA toll-free number is 1-877-823-2378.

Military Tuition Assistance

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

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

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

GENERAL EDUCATION

Philosophy of General Education

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

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

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

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

UNDERGRADUATE STUDIES

There are five undergraduate degree options:

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

Mission Statement

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

UNDERGRADUATE NURSING PROGRAMS

OVERVIEW

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

Vision

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

Mission

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

Philosophy of Nursing

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

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

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

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

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

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

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

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

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

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

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

Academic Policies

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

Prerequisite and Corequisite Requirements

A prerequisite course requires successful completion *before* taking the subsequent course. A

corequisite course is required to be taken *in conjunction with* another course. Corequisite courses must be completed at Cox to monitor student enrollment and related policies.

Repeating a Nursing Course

Only *one* nursing course in the nursing degree program may be repeated. A student will be dismissed from the nursing program if a percentage grade of “74.49” or below or a letter grade of “C-” 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. Enrollment in the repeated course will be on a space-available basis. The student’s GPA will reflect the grade received when the course is repeated. If a student withdraws prior to the last day to drop without receiving a grade, then that withdrawal is not counted as a repeat of the course. A student who withdraws failing by the exam average and/or course grade progression standard will receive the grade WN. This will be counted as a course failure.

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

Requirements for Progression

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

- Students in all nursing programs must achieve a cumulative average of 75% on examinations in all nursing courses before any additional course points can be averaged into the course grade in order to be allowed to progress in the nursing course sequence or, in the case of the last courses in the programs, to be allowed to graduate.
- Any student who achieves a cumulative average of 74.49% or less on course examinations will not be allowed to progress to the next course and will have a “C-” or lower recorded as their final grade in the course, and no other course points will be allowed. Regardless of the letter grade posted, the student must achieve at least a percentage score of 75% or higher. If eligible, the student will be required to repeat the course.
- Once the cumulative 75% average on all course examinations has been achieved, the remaining points for the course will be averaged with the examination grades. This score will constitute the final course grade.
- If the final grade for the course is less than the 75% average after the remaining course points are added, the student will not be allowed to progress to the next course and will have a “C-” or lower recorded as the final grade for the course. Regardless of the letter grade posted, the student must achieve a percentage score of at least 75% or higher. If eligible, the student will have to repeat the course.
- If a student withdraws from a class after the withdrawal period, they will receive a grade of WP, WF, or WN, based on their exam average and/or course grade. A grade of WF or WN equates to a nursing course failure.
- Successful completion of the theory and laboratory components of nursing courses is

required. If a student is unsuccessful in the theory component but passes the lab component of course, both sections must be repeated. If a student is successful in the theory component of class but unsuccessful in the laboratory component of the course, both sections must be repeated.

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

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

Incomplete Grade

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

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

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

Laptop Requirements

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

Device

PC – Windows 7, 8, 8.1 or 10*

Mac – Mac OS® X 10.9 or later

Browser

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

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

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

Internet Explorer 9 or 10 (Version 11 Not Recommended)

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

Software

Adobe.com (FlashPlayer and Acrobat Reader)

Java.com

Microsoft Office Suite

Other Requirements

Chromebooks or Microsoft Surface tablets are not recommended

Webcam and microphone required

ATI

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

What Is ATI?

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

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

Review Modules/EBooks

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

Tutorials

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

Focused Reviews/Active Learning/Remediation

Active Learning/Remediation is a process of reviewing content in an area that was not learned or not fully understood (as determined on an ATI assessment). Remediation tools are intended to help the student review important information to be successful in courses and on the NCLEX®. The student's individual assessment report will contain a listing of the Topics to Review. It is highly recommended to remediate using the Focused Review after completion of any practice/proctored tests, which contains links to ATI eBooks, media clips, and active learning templates.

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

Grading

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

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

Content Mastery Series Grading Rubric

Using a combination of the CMS practice and proctored assessments to achieve 10% of the course grade. This sample assumes a course worth 100 points. Point values will be adjusted based on total number of course points to equal a total possible score of 5% of the course grade.

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

Comprehensive Predictor Grading Rubric

Using a combination of the practice and proctored assessments to achieve 5% of the course grade. This sample assumes a course worth 100 points. Point values will be adjusted based on total number of course points to equal a total possible score of 10% of the course grade.

| Activity | | | | Points Possible | Points Awarded |
|-------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|------------------------------------------------------------------|------------------------------------------------------------------|-----------------|----------------|
| Comprehensive Predictor Practice Assessments | | | | | |
| Complete Practice Assessment A <i>including</i> : For each topic missed, complete an active learning template. | | | | 1 | |
| Complete Practice Assessment B <i>including</i> : For each topic missed, complete an active learning template. | | | | 1 | |
| Comprehensive Predictor Standardized Proctored Assessment | | | | | |
| 95% or above passing predictability | 90-94% passing predictability | 85-89% passing predictability | 84% or below passing predictability | | |
| 3 points | 2 points + 1 points remediation | 1 point + 1 points remediation | 0 points + 1 points remediation | 3 | |
| Focused Review is recommended. | Focused Review is recommended. | Focused Review is recommended. | Focused Review is recommended. | | |
| No remediation required. | For up to 3 topics missed, complete an active learning template. | For up to 3 topics missed, complete an active learning template. | For up to 3 topics missed, complete an active learning template. | | |
| Proctored Assessment Retake | | | | | |
| Not required. No additional points allowed. | Not required. No additional points allowed. | Required. 1 additional point if Level 2 or 3 achieved. | Required. 1 additional point if Level 2 or 3 achieved. | | |
| Total Points | | | | 5 | |

Testing Schedule

| Course | ATI Assessment |
|----------------------------------------------------|---------------------------------------------------|
| ASN | |
| NURS 105 | Fundamentals |
| NURS 106 | Maternal Newborn Nursing Care of Children |
| NURS 206 | Mental Health |
| NURS 208 | Adult Medical Surgical Comprehensive Predictor |
| NURS 215 | Pharmacology |
| BSN | |
| NRSI/NRSA/NRSC 202/203 Or NRSI/NRSA/NRSC 280 | Fundamentals |
| NRSI/NRSA/NRSC 212 | Mental Health |
| NRSI/NRSA/NRSC 215 | Pharmacology |
| NRSI/NRSA/NRSC 304 | Maternal Newborn |
| NRSI/NRSA/NRSC 305 | Nursing Care of Children |
| NRSI/NRSA/NRSC 310 Or NRSI/NRSA/NRSC 335 | Adult Medical Surgical |
| NRSI/NRSA/NRSC 402 | Leadership |
| NRSI/NRSA/NRSC 404 | Community Health |
| NRSI/NRSA/NRSC 410 | Comprehensive Predictor/Virtual ATI |

Requirements Prior to the First Nursing Course

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

Nursing Orientation

New students admitted to a nursing track, undergraduate or graduate, will be required to attend a nursing program orientation. Information about date, time and place of orientation will be sent to the student after they accept their seat and acceptance fee is paid.

Math Proficiency Requirement

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

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

Clinical Probation

The following are the steps for clinical probation:

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

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

Procedures for Disciplinary Probation

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

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

Graduation Requirements

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

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

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

Nursing Licensure

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

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

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

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

ASSOCIATE OF SCIENCE IN NURSING (ASN)

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

Program Outcome

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

Competencies

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

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

Program Admission

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

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

Undergraduate Nursing Department Admission Formula

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

1. TEAS Exam (Maximum of 40 Points)

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

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

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

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

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

Maximum Points= 120

Further Admission Information

Students awaiting admission into ASN nursing courses may enroll in general education courses at Cox College. Once a candidate has been notified of an offer for admission into the ASN program, a nonrefundable acceptance fee (includes background check and drug screen) is required. When received, the student may register for classes according to the Academic Calendar. Students will be required to attend a nursing program orientation before classes begin. A positive drug screen or compromised background check may result in rescinding the student's acceptance into the program. An offer may be rescinded if in progress classes are not completed or a 3.0 cumulative GPA or 2.5 science GPA is not maintained.

Evening-Weekend Program

There is an option to complete the ASN program in the evenings and on the weekends. The plan of study is identical to the traditional ASN program, including required general education courses and pre- and corequisites. Students applying for this option must indicate this as their desired program at the time of application. The courses for the evening/weekend program are designed with the prefix NURN.

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

Guaranteed Acceptance Program (GAP)

- Meet the application deadline for the ASN cohort you wish to apply.
- Applicants may only apply for one program each semester.
- Must have completed the three (3) core science courses (Anatomy, Physiology, and Chemistry) and two (2) additional general education courses (from the list below) through Cox College.
- Complete the four (4) core sciences and two (2) general education courses within a maximum of four (4) consecutive semesters, not counting summer.
- Have a minimum course GPA of 3.0 (B) or better in each of the core science courses and the two (2) general education courses.
- The six (6) GAP courses may not be repeated to attain either the course and/or cumulative 3.0 (B) GPA. This refers only to courses taken at Cox College. If an applicant has taken the course at a college or university, other than Cox, it will not count as a repeated course.

- Selection for the GAP program will go to the first twenty (20) qualified and completed GAP applications. Any additional GAP applications will be placed in the regular acceptance pool.
- Must meet all other required program qualifications.

General Education Course for ASN Program

| | |
|----------|-----------------------------------------------|
| BIOL 205 | Human Anatomy—core science course |
| BIOL 206 | Human Physiology—core science course |
| BIOL 208 | Microbiology—core science course |
| BIOL 382 | Pathophysiology |
| CHEM 103 | Fundamentals of Chemistry—core science course |
| ENGL 150 | English Composition |
| MATH 150 | Intermediate Algebra |
| PSYC 101 | Introduction to Psychology |
| SOCI 101 | Introduction to Sociology |

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

ASN Degree Requirements

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

General Education: 28 Credit Hours Total

Natural and Applied Sciences (19 Credit Hours)

| | |
|----------|---------------------------------------------------------------------|
| BIOL 205 | Human Anatomy (4 credit hours) |
| BIOL 206 | Human Physiology (4 credit hours) |
| BIOL 208 | Microbiology (4 credit hours) |
| BIOL 382 | Pathophysiology (3 credit hours) |
| CHEM 103 | Fundamentals of Chemistry (Prerequisite: Math 150) (4 credit hours) |

Humanities (3 Credit Hours)

| | |
|----------|---------------------|
| ENGL 150 | English Composition |
|----------|---------------------|

Social Sciences (6 Credit Hours)

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

Nursing (39 Credit Hours)

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

NURS 309 Fundamentals of Gerontology (2 credit hours)

Total: 70 Credit Hours

ASN Suggested Full-Time Course of Study

| Prerequisites | Credit Hours |
|------------------------------------|--------------|
| CHEM 103 Fundamentals of Chemistry | 4 |
| BIOL 205 Human Anatomy | 4 |
| BIOL 206 Human Physiology | 4 |
| BIOL 208 Microbiology | 4 |
| *Math 150 requirement fulfilled | <u>3</u> |
| Prerequisite Total | 19 |

| First Year–Semester 1 | Credit Hours |
|-------------------------------------|--------------|
| PSYC 101 Introduction to Psychology | 3 |
| BIOL 382 Pathophysiology | 3 |
| NURS 205 Critical Thinking | 2 |
| NURS 105 Clinical Applications I | <u>7</u> |
| Semester Total | 15 |

| First Year – Semester 2 | Credit Hours |
|----------------------------------------------------|--------------|
| ENGL 150 English Composition | 3 |
| NURS 106 Clinical Applications II | 7 |
| NURS 215 Pharmacological Basis of Nursing Practice | <u>3</u> |
| Semester Total | 13 |

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

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

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

ASN Prerequisite/Corequisite Requirements

| Course Number | Prerequisite | Prerequisite/Corequisite |
|----------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| | Prerequisite-A course must be completed successfully before enrollment in listed course is allowed. Prerequisite/Corequisite-A course that must be completed successfully OR enrolled in concurrently with the listed course. | |
| NURS 105 Clinical Applications I | MATH 150 or equivalent BIOL 205, BIOL 206, BIOL 208, CHEM 103 American Heart Association Healthcare Provider or equivalent certification | BIOL 382, PSYC 101 |
| NURS 106 Clinical Applications II | NURS 105 | NURS 215, ENGL 150 |
| NURS 206 Clinical Applications III | NURS 105, NURS 106, NURS 215 | NURS 309, SOCI 101 |
| NURS 303 Professional Nursing Concepts | NURS 105, NURS 106, NURS 215, NURS 206, NURS 309 | NURS 208, NURS 220 |
| NURS 208 Clinical Applications IV | NURS 105, NURS 106, NURS 215, NURS 206, NURS 309 | NURS 303, NURS 220 |
| NURS 215 Pharmacological Basis of Nursing Practice | NURS 105 | NURS 106, ENGL 150 |
| NURS 309 Perspectives on Aging and the Older Adult | NURS 105 | NURS 206, SOCI 101 |
| NURS 220 NCLEX Preparation | NURS 105, NURS 106, NURS 215, NURS 206, NURS 309, | NURS 208, NURS 303 |

BACHELOR OF SCIENCE IN NURSING (BSN)

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

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

Program Outcome

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

Competencies

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

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

BACHELOR OF SCIENCE IN NURSING

ENTRY-LEVEL TRACK (BSNE)

The entry-level track is a traditional baccalaureate program in nursing. The degree requires 120 credit hours of study. Graduates will be prepared to take the National Council Licensure Examination for Registered Nurses (NCLEX- RN®). After passing this examination, they will be eligible to start a career as a professional registered nurse.

Program Admission

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

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

Undergraduate Nursing Department Admission Formula

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

1. TEAS Exam (Maximum of 40 Points)

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

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

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

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

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

Maximum Points= 120

Further Application Information

Once a candidate has been notified of an offer for admission into nursing courses of the BSN Entry- Level track, a nonrefundable acceptance fee (includes background check and drug screen) must be submitted. When received, the student may register for classes according to the Academic Calendar. Students will be required to attend the nursing program orientation before the first nursing class. A positive drug screen or compromised background check may result in rescinding the student's acceptance into the program. An offer may be rescinded if in progress classes are not completed with a "C" or better and/or the GPA falls below a 3.0 on required courses completed for the nursing program.

Guaranteed Acceptance Program (GAP)

- Meet the application deadline for the BSN-E cohort you wish to apply.
- Applicants may only apply for one program each semester.
- Must have completed or in progress the five (5) core science courses (Anatomy, Physiology, Microbiology, Chemistry, and Pathophysiology) and twenty-two (22) hours of additional general education courses (from the list below) through Cox College.
- Complete the Five (5) core sciences and twenty-two (22) hours of general education courses within a maximum of four (4) consecutive semesters, not counting summer.
- Have a minimum course GPA of 3.0 or better in each of the core science courses and the twenty-two (22) hours of general education courses.
- None of the GAP courses may be repeated to attain either the 3.0 course and/or cumulative GPA. This refers only to courses taken at Cox College. If an applicant has taken the course at a college or university, other than Cox, it will not count as a repeated course.
- Selection for the GAP program will go to the first fifteen (15) qualified and completed GAP applications. Any additional GAP applications will be placed in the regular acceptance pool.
- Must meet all other required program qualifications.

General Education Courses for the BSN-E Program (54 Credit Hours Total)

Core Science: 19 credit hours

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

*Courses required prior to start of program

BSN Entry-Level Track Nursing Course Requirements

NRSI Required Courses (66 Credits)

NRSI 202 Foundational Skills of Nursing (2 LEC & 1 LAB=3)
NRSI 206 Health Assessment (3 LEC & 0 LAB=3)
NRSI 212 Mental Health (3 LEC & 0 LAB=3)
NRSI 215 Pharmacological Basis of Nursing Practice (3 LEC)
NRSI 280 Medical/Surgical Nursing I (4 LEC & 0 LAB=4)
NRSI 300 Nursing Informatics (2 LEC)
NRSI 303 Professional Nursing Concepts (3 LEC)
NRSI 304 Childbearing Families (3 LEC & 0 LABS=3)
NRSI 305 Childrearing Families (3 LEC & 0 LABS=3)
NRSI 309 Fundamentals of Gerontology (2 LEC)
NRSI 325 Medical/Surgical Nursing II (4 LEC & 3 LAB=7)
NRSI 335 Medical/Surgical Nursing III (4 LEC & 3 LAB=7)
NRSI 345 Medical/Surgical Nursing IV (4 LAB)
NRSI 400 Theories and Research in Nursing (3 LEC)
NRSI 402 Management and Leadership in Nursing (2 LEC & 1 LAB=3)
NRSI 404 Community and Public Health Nursing (3 LEC & 0 LAB=3)
NRSI 410 Nursing Capstone (7 HYB and 0 LAB=7)
NRSI XXX Nursing Elective (3 LEC)

54 General Ed + 66 Nursing=120 Credit Hours Total

BSN Entry-Level Track Requirements
Suggested Fulltime* Course of Study for BSN Nursing Students

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

| | | |
|-------------------|------------------------------------------------|-----------|
| NRSI 202 | Foundation Skills of Nursing | 3 |
| NRSI 280 | Adult Medical Surgical Nursing 1 and Practicum | 4 |
| NRSI 215 | Pharmacological Basis of Nursing Practice | 3 |
| NRSI 206 | Health Assessment | 3 |
| | | 13 |
| Semester 5 | | |
| NRSI 212 | Mental Health/Illness Nursing Concepts | 3 |
| NRSI 325 | Adult Medical Surgical Nursing II | 4 |
| | Adult Medical Surgical Nursing II Practicum | 3 |
| NRSI XXX | Nursing Elective | 3 |
| NRSI 300 | Informatics | 2 |
| | | 15 |
| Semester 6 | | |
| NRSI 335 | Adult Medical Surgical Nursing III | 4 |
| | Adult Medical Surgical Nursing III Practicum | 3 |
| NRSI 400 | Theories and Research in Nursing | 3 |
| NRSI 309 | Fundamentals of Gerontology | 2 |
| SOCI 304 | Global Awareness & Cultural Diversity | 3 |
| | | 15 |
| Semester 7 | | |
| NRSI 404 | Community and Public Health Nursing | 3 |
| NRSI 304 | Childbearing Families | 3 |
| NRSI 305 | Childrearing Families | 3 |
| NRSI 345 | Adult Medical Surgical Nursing IV Simulation | 4 |
| | | 13 |

| | | |
|-------------------|--------------------------------------|------------|
| Semester 8 | | |
| NRSI 402 | Management and Leadership in Nursing | 3 |
| NRSI 303 | Professional Nursing Concepts | 3 |
| NRSI 410 | Nursing Capstone | 7 |
| | | 13 |
| Total | | 120 |

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

BSN Entry-Level Prerequisites and Corequisites

| Course Number | Prerequisites | Corequisites |
|-------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| | <u>Prerequisite</u> — A course that must be completed successfully before enrollment in listed course is allowed. <u>Corequisite</u> — A course that must be completed successfully OR enrolled in concurrently with the listed course. | |
| | The following courses must be completed successfully prior to program entry: BIOL 205, BIOL 206, BIOL 208, BIOL 382, CHEM 103, ENGL 150, ENGL 207, MATH 150, NRSI 205, PSYC 101, PSYC 230 | |
| NRSI 202 Foundations of Nursing | Program admission, BLS, NRSI 205 | |
| NRSI 206 Health Assessment | Program admission, BLS, NRSI 205 | NRSI 280, NRSI 215 |
| NRSI 212 Mental Health | Program admission, BLS, NRSI 202, NRSI 205, NRSI 206, NRSI 215, NRSI 280 | |
| NRSI 215 Pharmacology | Program admission, BLS, NRSI 205 | NRSI 206, NRSI 280 |
| NRSI 300 Informatics | Program admission, NRSI 205 | |
| NRSI 280 Adult Med. Surg. Nsg I | Program admission, NRSI 202, NRSI 205 | NRSI 206, NRSI 215 |
| NRSI 303 Professional Nursing Concepts | Program admission, NRSI 205 | |
| NRSI 304 Childbearing | Program admission, BLS, NRSI 202, NRSI 205, NRSI 206, NRSI 212, NRSI 215, NRSI 280, NRSI 325 | |
| NRSI 305 Childrearing | Program admission, BLS, NRSI 202, NRSI 205, NRSI 206, NRSI 212, NRSI 215, NRSI 280, NRSI 325 | |
| NRSI 309 Fund. Of Gerontology | Program admission, NRSI 205 | |
| NRSI 325 Adult Med. Surg. Nsg II | Program admission, BLS, NRSI 202, NRSI 205, NRSI 206, NRSI 215, NRSI 280 | |
| NRSI 335 Adult. Med. Surg. Nsg III | Program admission, BLS, NRSI 202, NRSI 205, NRSI 206, NRSI 212, NRSI 215, NRSI 280, NRSI 325 | |
| NRSI 345 Adult. Med. Surg. Nsg. IV | Program admission, NRSI 202, NRSI 205, NRSI 206, NRSI 212, NRSI 215, NRSI 280, NRSI 304, NRSI 305, NRSI 325, NRSI 335, NRSI 400 | |

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

BACHELOR OF SCIENCE IN NURSING

ENTRY LEVEL TRACK-HOUSTON (BSNE)

The entry-level track is a traditional baccalaureate program in nursing. The degree requires 121 credit hours of study. Graduates will be prepared to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN®). After passing this examination, they will be eligible to start a career as a professional registered nurse.

Program Admission

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

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

Undergraduate Nursing Department Admission Formula

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

1. TEAS Exam (Maximum of 40 Points)

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

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

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

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

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

Maximum Points= 120

Further Application Information

Once a candidate has been notified of an offer for admission into nursing courses of the BSN Entry-Level track, a nonrefundable acceptance fee (includes background check and drug screen) must be submitted. When received, the student may register for classes according to the Academic Calendar. Students will be required to attend the nursing program orientation before the first nursing class. A positive drug screen or compromised background check may result in rescinding the student's acceptance into the program. An offer may be rescinded if in progress classes are not completed with a "C" or better and/or the GPA falls below a 3.0 on required courses completed for the nursing program.

Course Sequence for BSN-Entry Houston Cohort

YEAR 1

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

YEAR 2

| Course ID | Course Name | Credit Hours |
|---------------|---------------------------------------|--------------|
| Fall | | |
| BIOL 382 | Pathophysiology | 3 |
| GOVT 101 | Government & Politics in the U.S. | 3 |
| HUMN XXX | Humanities Elective | 3 |
| MATH 227 | Introduction to Statistics | 3 |
| BIOL 208 | Microbiology w/lab | <u>4</u> |
| | | 16 |
| Spring | | |
| NRSC 202 | Foundation of Skills of Nursing w/lab | 3 |

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

Summer Drury University Courses

YEAR 3

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

Summer Drury University Courses

YEAR 4

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

Total Dual Program Credit Hours = 121

BACHELOR OF SCIENCE IN NURSING ACCELERATED TRACK (BSNA)

The accelerated track of the BSN program is designed to facilitate career change and degree completion effectively and efficiently. Condensing the four-year nursing course work into 16 months of intensive study (4 semesters including summer), The degree requires completion of 120 semester credit hours. This includes 26 credit hours granted for the prior degree, 31 credit hours of general education courses, and 63 credit hours of nursing courses.

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

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

Admission into Nursing Courses of the BSN Accelerated Track

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

1. Hold a baccalaureate degree from a regionally accredited college or university or be eligible based upon acceptance through an articulation agreement with participating college or university prior to the start of the program. If degree is uncompleted by the application deadline, you can receive a provisional acceptance until the degree is earned for that acceptance cycle.
2. Complete all required prerequisite general education courses with a "C" or better and a cumulative GPA of 3.0 on a 4.0 score. Courses may be in progress but MUST be completed prior to beginning the first nursing class.
3. The following core sciences must be complete: Anatomy, Physiology, Chemistry, Microbiology, and Pathophysiology. The minimum core science GPA must be a 2.5 on a 4.0 scale.
13. Submit a college application with all official transcripts.
14. Submit a nursing program application by the listed deadlines. (Fall entry must apply by March 1 and spring entry must apply by September 1). Applicants applying after the deadline may be considered for admission based on space availability.
15. Schedule with the testing center to take the TEAS entrance exam.
16. Applicants may be interviewed as requested by the department nursing chair and faculty.

Undergraduate Nursing Department Admission Formula

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

1. TEAS Exam (Maximum of 40 Points)

| Total Exam Score | Points |
|------------------|--------|
|------------------|--------|

| | |
|---------------|-----------|
| 80% and above | 40 Points |
| 60%-79% | 30 Points |
| 59% and below | 0 Points |

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

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

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

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

Maximum Points= 120

Further Application Information

Once a candidate has been notified of an offer for admission into nursing courses of the BSN Accelerated track, a nonrefundable acceptance fee (includes background check and drug screen) must be submitted. When received, the student may register for classes according to the Academic Calendar. Students will be required to attend the nursing program orientation before the first nursing class. A positive drug screen or compromised background check may result in rescinding the student's acceptance into the program. An offer may be rescinded if in progress classes are not completed with a "C" or better and/or the GPA falls below a 3.0 on required courses completed for the nursing program.

BSN Accelerated Track Prerequisites and Corequisites

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

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

| | | |
|----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| NRSA 410 Capstone | MUST BE TAKEN PRIOR TO THE FINAL SEMESTER: BLS, BIOL 205, BIOL 206, BIOL 208, BIOL 382, CHEM 103, ENGL 150, ENGL 207, PSYC 101, PSYC 230, MATH 150, MATH 227, GOVT 101, HUMN Elective, PHIL 101, PSYC 101, PSYC 230, SOCI 101, SOCI 304, NRSA 202, NRSA 205, NRSA 206, NRSA 212, NRSA 215, NRSA 280, NRSA 303, NRSA 304, NRSA 305, NRSA 325, NRSA 335, NRSA 400, NRSA 402, NRSA 404 | |
|----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

BSN Accelerated Track Requirements—Suggested Fulltime Course of Study

| Prior to Program Entry (31 credits) | |
|----------------------------------------|---|
| CHEM 103 | 4 |
| PSYC 101 | 3 |
| BIOL 205 | 4 |
| BIOL 206 | 4 |
| SOCI 101 | 3 |
| BIOL 208 | 4 |
| MATH 227 | 3 |
| PSYC 230 | 3 |
| BIOL 382 | 3 |
| Government may be required | 3 |
| First Semester (Spring) (16 credits) | |
| NRSA 202 Foundations | 3 |
| NRSA 280 Med/Surg I | 4 |
| NRSA 215 Pharmacology | 3 |
| NRSA 206 Health Assessment | 3 |
| NRSA 400 Theories and Research | 2 |
| Second Semester (Summer) (15 credits) | |
| NRSA 212 Mental Health | 3 |
| NRSA 325 Med/Surg II | 4 |
| NRSA 325 Med/Surg II Practicum | 3 |
| NRSA 303 Professional Nursing Concepts | 3 |
| NRSA 300 Informatics | 2 |
| Third Semester (Fall) (16 credits) | |
| NRSA 304 Childbearing | 3 |
| NRSA 305 Childrearing | 3 |
| NRSA 335 Med/Surg III | 4 |
| NRSA 335 Med/Surg III Practicum | 3 |
| NRSA 404 Community and Public Health | 3 |
| Fourth Semester (Spring) (16 credits) | |

| | |
|----------------------------------------------|-------------------------|
| NRSA 406 Fundamentals of Gerontology | 3 |
| NRSA 345 Med/Surg IV | 4 |
| NRSA 402 Management and Leadership | 3 |
| NRSA 410 Capstone | 7 |
| Total Credit Awarded for Prior Degree | 26 Credit Hours |
| Total | 120 Credit Hours |

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

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

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

This track requires completion or validation of 128 credit hours for a BSN degree. (Students starting fall 2018 will be required to complete 120 credit hours.) Of these, 70 credit hours are awarded for the prior diploma or associate degree in nursing and 58 credit hours (50 for students starting fall 2018) are required for completion or validation within the RN to BSN track. The 58 credit hours are a combination of 24 credit hours of designated general education courses and 34 credit hours of professional component courses. RN students who have a baccalaureate degree in a non-nursing field will be awarded an additional 18 credit hours of general education course work for their previous degree. Remaining general education courses required for completion of the program include Pathophysiology and Introduction to Statistics and for students starting fall 2018, only Introduction to Statistics is required additionally. Students also have the option of submitting an experiential learning portfolio to demonstrate completion of course objectives in certain program specific courses. Courses that have the experiential learning option are NRNC 402 and NRNC 404. Students accepted into the RN to BSN track have the opportunity to elect to take core courses in the graduate program as dual credit for the required professional component elective courses. These dual credit courses result in fulfilling elective requirements in the undergraduate program and some core requirements in the graduate program. Students may earn up to 9 credit hours of dual credit.

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

Admissions Requirements

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

1. Graduate from a State Board of Nursing approved associate degree or diploma program.
2. Complete the admissions procedure to Cox College.
3. Complete RN to BSN application.
4. Hold RN licensure (un-encumbered).
5. Submit copy of current AHA BLS for the Healthcare Provider Certification.

6. Once a candidate has been notified of an offer for admission into nursing courses of the RN to BSN track, a non-refundable acceptance fee (includes background check and drug screen) must be submitted. When received, the student may register for classes according to the Academic Calendar. A positive drug screen or compromised background check may result in rescinding the student's acceptance into the program.
7. Earn a grade of "C" or better in all courses applicable for transfer.
 - If seeking to transfer a professional component course (nursing), apply through the Director of Admissions' Office.
 - Student must obtain course transfer application from the RN to BSN academic advisor.
 - Student must submit syllabus of the transfer course with application to transfer to the RN to BSN academic advisor.
8. Have a cumulative GPA of 2.5 or above in entry-level education program (if the cumulative GPA in the entry level-program is below 2.5, the student may be granted provisional acceptance until the following is accomplished):
 - Completion of nine college credit hours- applicable to the BSN degree- from Cox College with a GPA of 2.5 or better.

Recommended Application Submission Dates for Priority Service

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

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

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

RN to BSN Track Requirements

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

ASN/Diploma: 70 Credit Hours

2nd Baccalaureate Degree: 18 Credit Hours*

General Education: 21 Credit Hours

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

Natural and Applied Science (6 Credit Hours)

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

Humanities (6 Credit Hours)

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

Social Sciences (9 Credit Hours)

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

Nursing: 29 Credit Hours

Total / BSN: 120 Credit Hours

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

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

| | | |
|--------------|-----|-------------------------------------------------------------------|
| NRNC | 300 | Nursing Informatics |
| NRNC | 312 | Health Assessment |
| NRNC | 400 | Theories and Research in Nursing |
| NRNC | 402 | Management and Leadership in |
| Nursing NRNC | 404 | Community and Public Health Nursing |
| NRNC | 406 | Trends, Issues and Ethics in Nursing |
| NRNC | 412 | Professional Role Transition (must be taken during last semester) |
| NRNC | XXX | Nursing Electives (9 credit hours) |

RN to BSN Course Requirements**General Education Requirements: 21 Credits***

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

Nursing Requirements: 29 Credits

| Course Number | Course Name | Credit Hours |
|------------------------------------------------------|--------------------------------------------------------------------------------|--------------|
| NRNC 300 | Nursing Informatics | 2 |
| NRNC 312 | Health Assessment | 2 |
| NRNC 400 | Theories and Research in Nursing | 3 |
| NRNC 402 | Management & Leadership in Nursing** | 4 |
| NRNC 404 | Community & Public Health Nursing | 3 |
| NRNC 406 | Trends, Issues and Ethics in Nursing | 3 |
| NRNC 412 | Professional Role Transition | 3 |
| NRNC XXX | Nursing Electives (may be NRNC electives or MSN core courses with approval) | 9 |
| Total credit awarded from previous nursing education | | 70 |
| Total required general education credit | | 21 |
| Total required nursing credit | | <u>29</u> |
| RN to BSN Track Total Credit Hours | | 120 |

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

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

RN to BSN Academic Portfolio

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

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

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

| BSN Competency | Course and <i>Signature Assignment</i> |
|---------------------------------------------------------|-------------------------------------------------------|
| Communicate effectively using verbal and written skills | NRNC 300 – Informatics: <i>Tele-Health Case Study</i> |

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

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

RN to BSN Track

Suggested General Education Courses

| First Year–Semester 1 | | Credit Hours |
|------------------------------|--------------------------------------------|---------------------|
| MATH 150 | Intermediate Algebra | 3 |
| ENGL 207 | Expository Writing | 3 |
| SOCI 304 | Global Awareness and Cultural Diversity | 3 |
| Semester Total | | 9 |
| First Year–Semester 2 | | Credit Hours |
| PSYC 230 | Life Span Development | 3 |
| HUMN XXX | Humanities Elective | 3 |
| GOVT 101 | Government & Politics in the United States | 3 |
| Semester Total | | 12 |

Suggested Plan of Study after General Education Courses

Year 1 – FALL Start

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

Year 2

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

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

Special Admissions

Early Decision Option for High School Seniors (EDO)

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

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

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

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

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

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

LPN Advanced Placement – ASN

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

1. Complete the admissions procedure to Cox College. Admission file must be complete by the deadline date noted on the application.
2. Complete the Nursing program application by the listed deadlines.
3. Completion of Intermediate Algebra or higher or prove math proficiency.
4. LPN students will have the option to take the Nursing Acceleration Challenge Exam (ACE: Nursing Care During Childbearing and Nursing Care of the Child) and the RN Pharmacology Exam.

NOTE: Individual test results are reviewed according to the decision score for each test. Candidates scoring above 70% on each exam will be allowed to progress to NLPN 206: Clinical Applications III while those scoring less than 70% will begin at NURS 106: Clinical Applications II and/or NLPN 215: Pharmacological Basis of Nursing Practice.

5. Complete all required general education courses commensurate with their advanced placement with a GPA of 2.5 or better (Human Anatomy, Physiology, Microbiology, Pathophysiology, and Chemistry). A minimum cumulative GPA of 3.0 in all classes.
6. Students may elect to join the night and weekend cohort or the traditional day ASN cohort.

LPN applicants will be given CV credit for NLPN 105 Clinical Applications I on admission to the program.

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

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

LPN Advanced Placement – BSN

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

1. Complete the admissions procedure to Cox College. Admission file must be complete by the deadline date noted on the application.
2. Complete the Nursing program application by the listed deadlines.
3. Completion of Intermediate Algebra or higher or prove math proficiency (not required for BSN Accelerated applicants).
4. A minimum cumulative GPA 3.0 on a 4.0 scale.
5. Transcript verification and successful completion of LPN program.
6. Students have the option of taking the Nursing Acceleration Challenge Exam (ACE: Nursing Care During Childbearing, Nursing Care of the Child, Pharmacology Exam, and Psychiatric Mental Health Nursing).

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

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

LPN applicants will be given CV credit for NRSI 202, NRSI 280 on admission to the program. Admission into the LPN Advanced Placement program is offered to the highest-ranking candidates in the applicant pool.

Once a candidate has been notified of an offer for admission into the LPN Advanced Placement program, a nonrefundable acceptance fee (includes background check and drug screen) must be submitted. After receipt of this fee, the student may register for classes according to the Academic Calendar. There will be a mandatory Advanced Placement orientation newly accepted students into the LPN Bridge Program. A positive drug screen or compromised background check may result in rescinding the student's acceptance into the program. An offer may be rescinded if in progress classes are not completed with a "C" or better and/or the GPA falls below a 3.0 on required courses completed for the nursing program.

LPN Testing Out of Select Courses – BSN-Accelerated

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

- Complete the admissions procedure to Cox College. Admission file must be complete by the deadline date noted on the application.
- Complete the Nursing program application by the listed deadlines.
- Hold a baccalaureate degree from a regionally accredited college or university or be eligible based upon acceptance through an articulation agreement with participating college or university. Baccalaureate degree must be issued by program application deadline to be considered.
- Complete all required prerequisite general education courses with a “C” or better and a cumulative GPA of 3.0 on a 4.0 scale. Courses may be in progress but MUST be completed prior to beginning the first nursing class.
- The core sciences (Anatomy, Physiology, Chemistry, Microbiology, and Pathophysiology). The minimum core science GPA must be a 2.5 on a 4.0 scale.
- Once application has been received, eligible candidates will be notified to schedule and complete an interview.
- Transcript verification and successful completion of LPN program.
- Take the Nursing Acceleration Challenge Exam (ACE: Nursing Care During Childbearing, Nursing Care of the Child, Pharmacology Exam, and Psychiatric Mental Health Nursing).

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

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

LPN applicants will be given CV credit for NRSA 202, NRSA 280 on admission to the program. Admission into the LPN Advanced Placement program is offered to the highest-ranking candidates in the applicant pool.

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. There will be a mandatory Advanced Placement orientation newly accepted students into the LPN Bridge Program.

RADIOLOGIC SCIENCES AND IMAGING PROGRAMS (RSI) OVERVIEW

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

Philosophy

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

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

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

DMS Specific Philosophy

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

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

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

Program Admission

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

Requirements Prior to the First RSI Course

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

RSI Orientation

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

Graduation Requirements

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

To meet the requirements for graduation, each student must:

- Successfully complete all program-specific courses with an 85% or better. The exception to this is RAD 299 of the ASR program which can be repeated once the following semester.
- Successfully complete all program required competency and proficiency evaluations.
- Maintain a professional and ethical standard of conduct within the clinical setting.
- Provide a minimum standard of patient care as described by the American Registry of Radiologic Technologists (ARRT) Code of Ethics.

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

National Certification Exams for RSI Programs

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

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. Students are eligible to take the ARDMS examinations under prerequisite 2 sixty (60) days prior to program completion recognized as the degree conferral date.

All national credentialing fees are the responsibility of the student.

ASSOCIATE OF SCIENCE IN RADIOGRAPHY (ASR)

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

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

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

Program Admission

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

1. Complete the admissions procedure to Cox College. Admissions file must be complete by the application deadline.
2. Complete the ASR program application by December 18 for the following fall semester entrance.
3. Complete 1 core science and 2 additional ASR specific general education courses. Core science and additional general education courses must total 10 credits or more.
4. From the list of required general education courses a minimum of 10 credit hours with a minimum cumulative GPA of 3.0 based on a 4.0 scale. Balance of courses must be complete prior to starting ASR program courses.
5. Log a minimum of 4 hours of job shadowing experience by the application deadline.
6. Successful completion of each general education course with a "C-" or above.
7. Submit two letters of reference.
8. Submit a personal resume (optional).
9. Submit a personal essay to include the following subjects:
 - o Accomplishments that have given you the greatest satisfaction.
 - o Your reasons for choosing to advance in the specific specialty imaging sciences
 - o Your plans and aspirations for the future.
10. Once application has been received and all documents received, eligible candidates will be notified to schedule and complete an interview.
11. Candidates that have received declined status into the ASR program twice are not eligible to reapply. Declined status does not include those given alternate status.

Admission into the ASR program is offered to the highest-ranking candidates in the applicant pool. Students awaiting admission into the ASR program may enroll in general education courses at Cox

College. Once a candidate has been notified of an offer for admission into the ASR program, a nonrefundable acceptance fee (includes background check and drug screen) is required. Once received, the student will be registered for classes according to the Academic Calendar. Recently accepted ASR students must attend the ASR New Student orientation or make arrangements with the program director. A positive drug screen or compromised background check may result in rescinding the student's acceptance into the program.

Mission Statement

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

Learning Outcomes

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

Student Learning Outcomes:

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

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

Student Learning Outcomes:

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

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

Student Learning Outcomes:

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

Goal 4: Demonstrate professionalism.

Student Learning Outcomes:

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

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

Student Learning Outcomes:

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

Program Clinical Obligations

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

1. The ASR program offers a variety of clinical sites to provide the student with a well-rounded clinical experience. These include CoxHealth campuses (Springfield, Missouri), Jordan Valley Community Health Center (Springfield, Missouri), Cox Monett (Monett, Missouri), Citizen's Memorial Hospital (CMH) (Bolivar, Missouri), and Ozark's 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 each rotation can vary from one to three weeks in length. The student is provided advance notice of when their evening shift clinical rotations are scheduled for ample planning.
3. The ASR program uses a computer system, Trajecsyst, to log students' clock-in and clock out of the classroom as well as students' clinical sites. In addition to the clocking feature, the ASR program uses the Trajecsyst system to track all required student clinical evaluations, obtain feedback regarding student clinical performance, and allow students to provide feedback regarding the clinical sites and clinical instructors. There is a fee for this service that covers the entire length of the ASR program. The fee is due at the beginning of the first fall semester.

Progression Requirements

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

- A grade of *85% or better* in all courses with RAD prefix, with the exception of RAD 229 which can be repeated once the following semester.
- No incomplete grades will be given in the first semester. All coursework must be completed successfully by the last day of the semester to progress in the ASR program unless mitigating circumstances arise.
- In the first semester RAD 121 course, students must pass all lab evaluations with an *85% or better*. If students demonstrate skills that are "unacceptable" or "needs major improvement" in one or more asterisked areas of the lab evaluation, an automatic failure will occur. Students will have one opportunity to repeat a failed lab evaluation. Failure on the second attempt is an automatic dismissal.
- In the first semester, if a student fails a laboratory evaluation on the first attempt in two sections of RAD 121, they will be put on academic probation for the remainder of the semester. If students demonstrate skills that are "unacceptable" or "needs major improvement" in one or more asterisked areas of the lab evaluation, an automatic failure will occur. The next failed evaluation will result in automatic dismissal.

Graduation Requirements

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

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

- Successfully complete all program specific courses with an *85% or better*, with the exception of RAD 299, which can be repeated once the following semester.
- Successfully complete all program required competency and proficiency evaluations.
- Maintain a professional and ethical standard of conduct within the clinical setting.
- Provide a minimum standard of patient care as described by the American Registry of Radiologic Technologists (ARRT) Code of Ethics.

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

Student Discipline

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

Academic Probation

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

Clinical Probation

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

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

Program Dismissal

1. Achievement of a final grade below 85% in any course with a RAD prefix, with the exception of RAD 299, which can be repeated once the following semester.
2. In the first semester RAD 121 course, students must pass all lab evaluations with an 85% or better. If students demonstrate skills that are "unacceptable" or "needs major improvement" in one or more asterisked areas of the lab evaluation, an automatic failure will occur. Students will have one opportunity to repeat a failed lab evaluation. Failure on the second attempt is an automatic dismissal.
3. In the first semester, if a student fails a laboratory evaluation on the first attempt in two sections of RAD 121, they will be put on academic probation for the remainder of the semester. The next failed evaluation will result in automatic dismissal.
4. Students will be dismissed from the ASR program if an x-ray exposure is made without the direct authorization and supervision of a faculty member, clinical instructor, or radiologist before clinical rotations begin.
5. Rotational Performance Reviews (formerly the Biweekly evaluation) evaluations averaging a 2.0 or lower in more than two clinical practicum courses.
6. Behavior that violates the Standards of Ethics published by the American Registry of Radiologic Technologists (ARRT).

ASR Course of Study

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

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

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

Radiography

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

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

| First Year - Semester 2 (Spring) | | Credit Hours |
|----------------------------------|------------------------|--------------|
| RAD 122 | Imaging Procedures II | 3 |
| RAD 123 | Imaging Procedures III | 2 |
| RAD 142 | Radiation Physics II | 2 |
| RAD 161 | Image Production I | 2 |
| RAD 191 | Clinical Practice I | <u>2</u> |
| Semester Total | | 12 |

| First Year - Session 3 (Summer) | | Credit Hours |
|---------------------------------|----------------------|--------------|
| RAD 192 | Clinical Practice II | <u>3</u> |
| Semester Total | | 3 |

| Second Year - Semester 4 (Fall) | | Credit Hours |
|-------------------------------------------|-------------------------------------------------|---------------------|
| RAD 200 | Radiographic Pathophysiology | 2 |
| RAD 250 | Radiographic Image Analysis and Quality Control | 2 |
| RAD 262 | Image Production II | 3 |
| RAD 270 | Radiation Biology and Protection | 3 |
| RAD 293 | Clinical Practice III | <u>2</u> |
| Semester Total | | 12 |
| Second Year - Interession (Spring) | | |
| RAD 294 | Clinical Practice IV | 1 |
| Second Year – Semester 5 (Spring) | | |
| RAD 289 | Professionalism and Ethics | 3 |
| RAD 299 | Radiography Capstone | 4 |
| RAD 263 | Image Production III | 2 |
| RAD 295 | Clinical Practice V | <u>2</u> |
| Semester Total | | 12 |
| General Education | | 25 |
| Total <u>Program Credit Hours</u> | | <u>51</u> |
| Total Degree Credit Hours | | 76 |

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

ASR Prerequisite/Corequisite Requirements

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

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

ASR Completion Pathway

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

Of the 48 CoxHealth's School of Radiologic Technology certificate program's credit hours, 45 would transfer as a block to Cox College toward the ASR Completion degree program. In addition, the stated general education courses would transfer to Cox College from the awarding institution for a total of 25 credit hours.

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

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

In summary, the ASR Completion degree requirements are:

- 25 credit hours of general education courses
- 45 credit hours of CoxHealth's School of Radiologic technology program courses
- 6 credit hours of Cox College general education courses

Total of 76 credit hours to fulfill ASR Completion Degree

BACHELOR OF SCIENCE IN DIAGNOSTIC IMAGING (BSDI)

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

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

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

- **BSDI Entry-Level Track** - This track is for students seeking the Cox College BSDI with minimal college-level education. Students pursuing the BSDI through this track will first acquire the ARRT credential in Radiography through Cox College ASR program before advancing through the remainder of the BSDI curriculum. Having completed the ASR program, students must apply to the BSDI program and select an area of specialization – CTI, DMS, IRI, or MRI. The complete degree requires 120 credit hours.
- **BSDI Specialty Track** – This track is tailored to meet the needs of students already registered in Radiography or another primary imaging modality (such as Sonography, MRI, Nuclear Medicine, or Radiation Therapy) or students seeking a primary certification already holding a minimum of an associate's degree. A background in health sciences is recommended. Students must apply to the BSDI program and select an area of specialization – CTI, DMS, DMS-Echo, IRI, MRI, or Healthcare Leadership. Students in this track must complete a minimum of 56 credit hours to satisfy the degree requirements.
- **BSDI Completion Track** – This track is for technologists already registered in Radiography (or another primary imaging modality) **and** a specialty (secondary) imaging modality. Students complete only a select group of general education and core curriculum courses amounting to a minimum of 30 credit hours.
- **Credentialing Pathways** – The BSDI provides opportunity for students to specialize in one of several specialty imaging modalities. After the completion of specific specialty courses and clinical requirements students in the BSDI are then eligible to apply to the appropriate ARRT and/or ARDMS national registry(s). Available imaging specialties include Computed Tomography (CTI), Diagnostic Medical Sonography (DMS), DMS Echocardiography (ECH), Interventional Radiography (IRI), and Magnetic Resonance Imaging (MRI).

Program Admission

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

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

- All specialty imaging courses begin in the fall. Applications are due April 1.
- BSDI Completion Track students and Healthcare Leadership specialty students may enter the program in any semester. Applications due April 1 or November 15.
- Application process for CTI, MRI, IRI, DMS, and DMS- Echocardiography specialty program tracks require two personal references, all college transcripts, a copy of the student's imaging licensure card, and the job shadowing form documenting 32 hours of job shadowing (DMS and MRI primary pathway only). Job shadowing must be completed by March 1 to ensure this requirement is completed by the April 1 application deadline.
- Credentialed in primary imaging modality (such as Radiography, Sonography [RDMS, RDCS, RVT, ARRT(S)], MRI, Nuclear Medicine, or Radiation Therapy) or have met the required prerequisites for admission into a primary pathway prior to beginning of BSDI program. All DMS-Echocardiography applicants must have taken and passed the SPI registry prior to the beginning the BSDI program.
- Minimum 3.0 GPA in imaging program or academic degree.
- Candidates that have received declined status into the BSDI program twice are not eligible to reapply. Declined status does not include those given alternate status.

Certifications

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

BSDI Program Objectives

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

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

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

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

Program Clinical Obligations

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

The BSDI credentialing pathway programs use an online portfolio system called Trajecsyst. Students are required to use this system for documenting patient exams as well as class and clinical attendance. There is a one-time fee for this service that covers the entire length of the program. This fee ranges from \$75.00 to \$150.00 depending on the length of the program. The fee is tied to the first clinical practicum or lab.

Graduation Requirements for BSDI

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

- Standard completion ("C-" or better) of all specified courses in the curriculum plan.
- Minimum cumulative GPA 1.7 on completion of required courses for the BSDI degree program.

Progression Requirements for BSDI Credentialing Pathways

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

- Standard completion ("B" or better) of all specified courses in the curriculum plan.
- Minimum cumulative 3.0 GPA on completion of required courses for the BSDI degree program.

Student Discipline

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

Academic Probation in Bachelor of Science in Diagnostic Imaging (BSDI) Non-Credentialing Pathway

1. Course grade lower than a "C-" in a specified course in the curriculum plan.
2. Minimum cumulative less than a GPA 1.7 on a 4.0 scale on completion of required courses for the BSDI Degree Program.

Academic Probation in BSDI Credentialing Pathways

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

Clinical Probation in BSDI Credentialing Pathways

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

Academic Dismissal from BSDI Program Non-Credentialing Pathways

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

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

Academic/Clinical Dismissal from BSDI Credentialing Pathways

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

BSDI Prerequisites/Corequisite Requirements

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

| Course Number | Prerequisite | Corequisite |
|--------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| Prior to Program Admission | BIO 205, BIO 206, ENG 150 or oral communications, MATH 160 or 227, BIO 118, Radiographic physics and/or general college level physics (Prerequisites may be met by ARRT primary certification program) | |
| Must be completed prior to completing the BSDI program | MATH 227, ENGL 207, SOCI 304, PSYC 230 or transfer equivalent | |
| CTI 300 | * | * |
| CTI 302 | * | * |
| DMS 304 | * | * |
| DMS 306 | * | DMS 310 |
| DMS 307 | * | * |
| DMS 308 | * | DMS 312 |
| DMS 310 | * | DMS 306 |
| DMS 312 | * | DMS 308 |
| DMS 314 | DMS 304 | * |
| DMS 316 | * | * |
| DMS 318 | * | DMS 320 |
| DMS 320 | * | DMS 318 |
| DMS 322 | DMS 318, DMS 320 | * |
| DMS 324 | * | * |
| DMS 326 | DMS 304, DMS 314, DMS 316 | * |
| DMS 327 | DMS 307 | * |
| DMS 330 | DMS 316 | DMS 332 |
| DMS 332 | DMS 316 | DMS 330 |
| DMS 334 | DMS 324 | * |

| | | |
|---------|---------------------------------------------------------|---|
| DMS 340 | DMS 316, DMS 330, DMS 332 | |
| DMS 342 | * | * |
| DMS 344 | * | * |
| DMS 352 | * | * |
| DMS 354 | DMS 352 | * |
| DMS 356 | DMS 352, DMS 354 | * |
| DMS 358 | DMS 352, DMS 354, DMS 356 | * |
| DMS 360 | DMS 352, DMS 354, DMS 356, DMS 358 | * |
| DMS 362 | DMS 352, DMS 354, DMS 356, DMS 358, DMS 360 | * |
| DMS 364 | DMS 352, DMS 354, DMS 356, DMS 358, DMS 360, DMS 362 | |
| ECH 300 | * | * |
| ECH 304 | * | * |
| ECH 306 | * | * |
| ECH 311 | ECH 304 | * |
| IRI 327 | * | * |
| IRI 329 | * | * |
| IRI 330 | * | * |
| IRI 333 | IRI 329 | * |
| MRI 329 | * | * |
| MRI 331 | MRI 329 | * |
| SDI 235 | * | * |
| SDI 238 | * | * |
| SDI 300 | * | * |
| SDI 302 | * | * |
| SDI 304 | * | * |
| SDI 311 | * | * |
| SDI 314 | * | * |
| SDI 315 | * | * |
| SDI 319 | * | * |
| SDI 320 | * | * |

| | | |
|---------|-------------------------------------------------------------------------------|---|
| SDI 322 | * | * |
| SDI 330 | * | * |
| SDI 332 | * | * |
| SDI 334 | * | * |
| SDI 340 | * | * |
| SDI 344 | * | * |
| SDI 350 | * | * |
| SDI 359 | * | * |
| SDI 360 | SDI 340 | * |
| SDI 364 | * | * |
| SDI 366 | * | * |
| SDI 371 | * | * |
| SDI 380 | SDI 364 | * |
| SDI 392 | * | * |
| SDI 400 | SDI 340, 360 | * |
| SDI 401 | SDI 340, 360 | * |
| SDI 410 | SDI 340, 360, 401 or instructor permission for CT Accelerated | * |
| SDI 430 | * | * |
| SDI 471 | BIOL 205, BIOL 206 or instructor permission. BIOL 382 or SDI 304 recommended. | * |
| SDI 472 | SDI 471 or instructor permission | * |
| SDI 473 | SDI 471 or instructor permission | * |
| SDI 474 | SDI 471 or instructor permission | * |

BSDI Entry-Level Track

The BSDI entry-level track is for students seeking the Cox College BSDI with minimal college-level education. Students pursuing the BSDI through this track will first acquire the ARRT credential in Radiography through Cox College Associate of Science in Radiography (ASR) program before advancing through the remainder of the BSDI curriculum. Requirements for admission to and completion of the Cox College ASR 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, or Healthcare Leadership. The complete degree requires 120 credit hours. The expected length for completion of the degree is four to five (4-5) years with full time enrollment.

General Education: 37 Credit Hours

| Natural and Applied Sciences (22 Credit hours) | | Credit Hours |
|-------------------------------------------------------|----------------------------|---------------------|
| BIOL 118 | Medical Terminology* | 3 |
| BIOL 205 | Human Anatomy* | 4 |
| BIOL 206 | Human Physiology* | 4 |
| CHEM 103 | Introduction to Chemistry* | 4 |
| MATH 160 | College Algebra* | 3 |
| MATH 227 | Introduction to Statistics | 3 |
| INFM 160 | Computer Resources* | 1 |

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

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

**Prerequisite for entry to ASR*

| Core Electives: 57 Credit Hours Available* | | Credit Hours |
|---------------------------------------------------|------------------------------------------------------|---------------------|
| MACC 119 | Introduction to Pharmacology | 2 |
| SDI 235 | Common Reader | 1 |
| SDI 238 | Common Reader | 3 |
| SDI 311 | Building Team Culture | 3 |
| SDI 315 | Introduction to Healthcare Management | 3 |
| SDI 319 | Managing Difficult Conversations | 3 |
| SDI 322 | Introduction to Conflict Management | 3 |
| SDI 330 | ABC's of PQRS | 1 |
| SDI 332 | Advanced EKG | 2 |
| SDI 334 | Foundational Leadership | 3 |
| SDI 344 | Healthcare Finance | 3 |
| SDI 350 | End of Life | 3 |
| SDI 359 | The Healthy Provider | 3 |
| SDI 366 | Considerations for Ethics in Healthcare Practice | 3 |
| SDI 371 | Spirituality | 3 |
| SDI 392 | Regulatory Trends in Radiologic Sciences and Imaging | 3 |
| SDI 430 | Epidemiology | 3 |
| SDI 471 | Advanced Studies in Human Oncology I | 3 |
| SDI 472 | Advanced Studies in Human Oncology II | 3 |
| SDI 473 | Advanced Studies in Human Oncology III | 3 |
| SDI 474 | Advanced Studies in Human Oncology IV | 3 |

**The total number of BSDI Core Elective credit hours required depends on the student's area of specialization and the number of credit hours needed to acquire 120 total credit hours.*

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

Specialty Specific (12-79 Credit Hours)

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

| Computed Tomography (CTI): 12-24 Credit Hours | | Credit Hours |
|-----------------------------------------------|-------------------------------------------|--------------|
| CTI 300 | CT Physics and Instrumentation* | 3 |
| CTI 302 | CT Imaging Procedures * | 2 |
| SDI 302 | Specialty Imaging Sectional Anatomy* | 2 |
| SDI 304 | Specialty Imaging Pathology* | 2 |
| SDI 314 | Specialty Imaging Patient Care and Safety | 3 |
| SDI 320 | Advanced Digital Imaging & Informatics | 2 |
| SDI 340 | Practicum I* | 3 |
| SDI 360 | Practicum II | 1 |
| SDI 364 | Specialty Imaging Capstone I | 3 |
| SDI 400 | Practicum III | 3 |

**Required courses*

| Healthcare Leadership: 24 Credit Hours | | Credit Hours |
|----------------------------------------|------------------------------------------------------|--------------|
| SDI 311 | Building Team Culture | 3 |
| SDI 315 | Introduction to Healthcare Management | 3 |
| SDI 319 | Managing Difficult Conversations | 3 |
| SDI 322 | Introduction to Conflict Management | 3 |
| SDI 334 | Foundational Leadership | 3 |
| SDI 344 | Healthcare Finance | 3 |
| SDI 366 | Considerations for Ethics in Healthcare Practice | 3 |
| SDI 392 | Regulatory Trends in Radiologic Sciences and Imaging | 3 |

| Interventional Radiography (IRI): 22-28 Credit Hours | | Credit Hours |
|------------------------------------------------------|-------------------------------------------|--------------|
| IRI 327 | IR Image Production | 3 |
| IRI 329 | Interventional Procedures I | 3 |
| IRI 330 | Cardiac Interventions* | 2 |
| IRI 333 | Interventional Procedures II | 3 |
| SDI 314 | Specialty Imaging Patient Care and Safety | 3 |
| SDI 340 | Practicum I | 3 |
| SDI 360 | Practicum II | 1 |
| SDI 364 | Specialty Imaging Capstone I | 3 |
| SDI 380 | Specialty Imaging Capstone II* | 1 |
| SDI 401 | Practicum III | 3 |
| SDI 410 | Practicum IV* | 3 |

** Optional summer course for CI Credential*

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

**Required Course for primary pathway only.*

| Diagnostic Medical Sonography (DMS): 79 Credit Hours | | Credit Hours |
|-------------------------------------------------------------|-----------------------------------------------------|---------------------|
| SDI 300 | Specialty Imaging Ethics | 3 |
| SDI 314 | Specialty Imaging Patient Care and Safety | 3 |
| DMS 304 | Physics and Instrumentation I | 3 |
| DMS 306 | Sonographic Anatomy of Abdomen/ Small Parts I | 3 |
| DMS 307 | DMS Capstone I | 3 |
| DMS 308 | Sonographic Abdominal /Small Parts Pathology I | 3 |
| DMS 310 | Sonographic Anatomy of Abdomen /Small Parts I Lab | 4 |
| DMS 312 | Sonographic Abdominal / Small Parts Pathology I Lab | 4 |
| DMS 314 | Physics and Instrumentation II | 4 |
| DMS 316 | Vascular Physics and Instrumentation I | 3 |
| DMS 318 | Gynecology I | 3 |
| DMS 320 | DMS Specific Gynecology Lab | 2 |
| DMS 322 | Gynecology II | 2 |
| DMS 324 | Obstetrics I | 2 |
| DMS 326 | Physics and Instrumentation III | 2 |
| DMS 327 | DMS Capstone II | 4 |
| DMS 330 | Vascular Technology I | 3 |
| DMS 332 | DMS Specific Vascular Lab | 2 |
| DMS 334 | Obstetrics II | 3 |
| DMS 340 | Vascular Technology II | 4 |
| DMS 342 | Advanced DMS Specific Comprehensive Lab | 1 |
| DMS 344 | DMS Neurosonography | 1 |
| DMS 352 | DMS Specific Practicum I | 2 |
| DMS 354 | DMS Specific Practicum II | 3 |
| DMS 356 | DMS Specific Practicum III | 2 |
| DMS 358 | DMS Specific Practicum IV | 2 |
| DMS 360 | DMS Specific Practicum V | 3 |
| DMS 362 | DMS Specific Practicum VI | 2 |
| DMS 364 | DMS Specific Practicum VII | 3 |

BSDI Specialty Track

This track is tailored to meet the needs of students already registered in Radiography or another primary imaging modality (such as Sonography, MRI, Nuclear Medicine, or Radiation Therapy) or for students seeking a primary certification already holding a minimum of an associate's degree.

Students must apply to the BSDI program and select an area of specialization – CTI, DMS, DMS-Echocardiography, IRI, MRI, or Healthcare Leadership. Students in this track must complete a minimum of 56 credit hours to satisfy the degree requirements. The expected length for completion of the degree is one to two (1-2) years with full time enrollment. Up to sixty-four (64) credit hours are transferred into the degree from the student's primary imaging ARRT certification or academic degree.

| 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 |

BSDI Program Courses

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

| Core Electives: 57 Credit Hours Available* | | Credit Hours |
|--------------------------------------------|------------------------------------------------------|--------------|
| MACC 119 | Introduction to Pharmacology | 2 |
| SDI 235 | Common Reader | 1 |
| SDI 238 | Common Reader | 3 |
| SDI 311 | Building Team Culture | 3 |
| SDI 315 | Introduction to Healthcare Management | 3 |
| SDI 319 | Managing Difficult Conversations | 3 |
| SDI 322 | Introduction to Conflict Management | 3 |
| SDI 330 | ABC's of PQRS | 1 |
| SDI 332 | Advanced EKG | 2 |
| SDI 334 | Foundational Leadership | 3 |
| SDI 344 | Healthcare Finance | 3 |
| SDI 350 | End of Life | 3 |
| SDI 359 | The Healthy Provider | 3 |
| SDI 366 | Considerations for Ethics in Healthcare Practice | 3 |
| SDI 371 | Spirituality | 3 |
| SDI 392 | Regulatory Trends in Radiologic Sciences and Imaging | 3 |
| SDI 430 | Epidemiology | 3 |
| SDI 471 | Advanced Studies in Human Oncology I | 3 |
| SDI 472 | Advanced Studies in Human Oncology II | 3 |
| SDI 473 | Advanced Studies in Human Oncology III | 3 |
| SDI 474 | Advanced Studies in Human Oncology IV | 3 |

**The total number of BSDI Core Elective credit hours required depends on the student's area of specialization and the number of credit hours needed to acquire 120 total credit hours.*

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

Specialty Specific (12-79 Credit Hours)

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

| Computed Tomography (CTI): 12-24 Credit Hours | | Credit Hours |
|-----------------------------------------------|-------------------------------------------|--------------|
| CTI 300 | CT Physics and Instrumentation* | 3 |
| CTI 302 | CT Imaging Procedures* | 2 |
| SDI 302 | Specialty Imaging Sectional Anatomy* | 2 |
| SDI 304 | Specialty Imaging Pathology* | 2 |
| SDI 314 | Specialty Imaging Patient Care and Safety | 3 |
| SDI 320 | Advanced Digital Imaging & Informatics | 2 |
| SDI 340 | Practicum I | 3 |
| SDI 360 | Practicum II | 1 |
| SDI 364 | Specialty Imaging Capstone I | 3 |
| SDI 400 | Practicum III | 3 |

*Required courses

| Healthcare Leadership: 24 Credit Hours | | Credit Hours |
|----------------------------------------|------------------------------------------------------|--------------|
| SDI 311 | Building Team Culture | 3 |
| SDI 314 | Specialty Imaging Patient Care and Safety | 3 |
| SDI 315 | Introduction to Healthcare Management | 3 |
| SDI 319 | Managing Difficult Conversations | 3 |
| SDI 322 | Introduction to Conflict Management | 3 |
| SDI 334 | Foundational Leadership | 3 |
| SDI 344 | Healthcare Finance | 3 |
| SDI 366 | Considerations for Ethics in Healthcare Practice | 3 |
| SDI 392 | Regulatory Trends in Radiologic Sciences and Imaging | 3 |

| Interventional Radiography (IRI): 22-28 Credit Hours | | Credit Hours |
|------------------------------------------------------|-------------------------------------------|--------------|
| IRI 327 | IR Image Production | 3 |
| IRI 329 | Interventional Procedures I | 3 |
| IRI 330 | Cardiac Interventions* | 2 |
| IRI 333 | Interventional Procedures II | 3 |
| SDI 314 | Specialty Imaging Patient Care and Safety | 3 |
| SDI 340 | Practicum I | 3 |
| SDI 360 | Practicum II | 1 |
| SDI 364 | Specialty Imaging Capstone I | 3 |
| SDI 380 | Specialty Imaging Capstone II* | 1 |
| SDI 401 | Practicum III | 3 |
| SDI 410 | Practicum IV* | 3 |

**Optional summer courses for CI Credential*

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

**Required course for primary pathway only*

| Diagnostic Medical Sonography (DMS): 79 Credit Hours | | Credit Hours |
|-------------------------------------------------------------|-----------------------------------------------------|---------------------|
| SDI 300 | Specialty Imaging Ethics | 3 |
| SDI 314 | Specialty Imaging Patient Care and Safety | 3 |
| DMS 304 | Physics and Instrumentation I | 3 |
| DMS 306 | Sonographic Anatomy of Abdomen/ Small Parts I | 3 |
| DMS 307 | DMS Capstone I | 3 |
| DMS 308 | Sonographic Abdominal /Small Parts Pathology I | 3 |
| DMS 310 | Sonographic Anatomy of Abdomen /Small Parts I Lab | 4 |
| DMS 312 | Sonographic Abdominal / Small Parts Pathology I Lab | 4 |
| DMS 314 | Physics and Instrumentation II | 4 |
| DMS 316 | Vascular Physics and Instrumentation I | 3 |
| DMS 318 | Gynecology I | 3 |
| DMS 320 | DMS Specific Gynecology Lab | 2 |
| DMS 322 | Gynecology II | 2 |
| DMS 324 | Obstetrics I | 2 |
| DMS 326 | Physics and Instrumentation III | 2 |
| DMS 327 | DMS Capstone II | 4 |
| DMS 330 | Vascular Technology I | 3 |
| DMS 332 | DMS Specific Vascular Lab | 2 |
| DMS 334 | Obstetrics II | 3 |
| DMS 340 | Vascular Technology II | 4 |
| DMS 342 | Advanced DMS Specific Comprehensive Lab | 1 |
| DMS 344 | DMS Neurosonography | 1 |
| DMS 352 | DMS 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 30 credit hours. Students in the track are awarded 64 credit hours for their primary imaging credential through ARRT, ARDMS, or CCI and 26 credit hours for their specialty (secondary) credential. The expected length for completion of the degree is one year with full-time enrollment.

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

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

| Core Electives: 57 Credit Hours Available | | Credit Hours |
|-------------------------------------------|------------------------------------------------------|--------------|
| MACC 119 | Introduction to Pharmacology | 2 |
| SDI 235 | Common Reader | 1 |
| SDI 238 | Common Reader | 3 |
| SDI 311 | Building Team Culture | 3 |
| SDI 315 | Introduction to Healthcare Management | 3 |
| SDI 319 | Managing Difficult Conversations | 3 |
| SDI 322 | Introduction to Conflict Management | 3 |
| SDI 330 | ABC's of PQRS | 1 |
| SDI 332 | Advanced EKG | 2 |
| SDI 334 | Foundational Leadership | 3 |
| SDI 344 | Healthcare Finance | 3 |
| SDI 350 | End of Life | 3 |
| SDI 359 | The Healthy Provider | 3 |
| SDI 366 | Considerations for Ethics in Healthcare Practice | 3 |
| SDI 371 | Spirituality | 3 |
| SDI 392 | Regulatory Trends in Radiologic Sciences and Imaging | 3 |
| SDI 430 | Epidemiology | 3 |
| SDI 471 | Advanced Studies in Human Oncology I | 3 |
| SDI 472 | Advanced Studies in Human Oncology II | 3 |
| SDI 473 | Advanced Studies in Human Oncology III | 3 |
| SDI 474 | Advanced Studies in Human Oncology IV | 3 |

**The total number of BSDI Core Elective credit hours required depends on the student's area of specialization and the number of credit hours needed to acquire 120 total credit hours.*

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

Credentialing Pathways

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

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

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

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

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

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

Diagnostic Medical Sonography (DMS) Credentialing Course of Study

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

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

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

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

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

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

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

| Late Summer Session 1 | | Credit Hours |
|-----------------------|---------------------------|--------------|
| DMS 358 | DMS Specific Practicum IV | <u>2</u> |
| Session Total | | 2 |

| Fall Semester 2 | | Credit Hours |
|-----------------|---------------------------|--------------|
| DMS 330 | Vascular Technology I | 3 |
| DMS 332 | DMS Specific Vascular Lab | 2 |
| DMS 334 | Obstetrics II | 3 |

| | | |
|-----------------------|--------------------------|-----------|
| DMS 307 | DMS Capstone I | 3 |
| DMS 360 | DMS Specific Practicum V | <u>3</u> |
| Semester Total | | 14 |

| Spring Intersession 2 | | Credit Hours |
|------------------------------|---------------------------|---------------------|
| DMS 362 | DMS Specific Practicum VI | <u>2</u> |
| Session Total | | 2 |

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

| | |
|------------------------------------------------------------------------|------------------|
| Transfer Credit Hours (Academic Degree or RT(R) Certification) | 60-64 |
| Required DMS Specialty Credit Hours | 79 |
| Required General Education Credit Hours | <u>12</u> |

| | |
|-----------------------------------|----------------|
| Total Program Credit Hours | 151-155 |
|-----------------------------------|----------------|

Computed Tomography (CTI) Credentialing Course of Study

Sixty-four (64) credit hours are transferred into the program from the student's primary imaging ARRT certification. The Computed Tomography program is offered as a 16-26 week program. Total required clinical hours (**637.5 hours**) must be completed. The asterisk (*) denotes required courses.

| 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 | Specialty Imaging Patient Care and Safety | 3 |
| SDI 340 | Practicum I* | <u>3</u> |
| Semester Total | | 12-15 |
| Spring Intersession | | Credit Hours |
| SDI 360 | Practicum II | <u>1</u> |
| Session Total | | 1 |
| Spring Semester | | Credit Hours |
| SDI 320 | Advanced Digital Imaging & Informatics | 2 |
| SDI 364 | Specialty Imaging Capstone I | 3 |
| SDI 400 | Practicum III | <u>3</u> |
| Semester Total | | 8 |
| Total program credit hours | | 12-24 |

*Required courses

Interventional Radiography (IRI) Credentialing Course of Study

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

| Fall Semester | | Credit Hours |
|----------------------------|-------------------------------------------|--------------|
| IRI 327 | IR Image Production | 3 |
| IRI 329 | Interventional Procedures I | 3 |
| SDI 314 | Specialty Imaging Patient Care and Safety | 3 |
| SDI 340 | Practicum I | <u>3</u> |
| Semester Total | | 12 |
| Spring Intersession | | Credit Hours |
| SDI 360 | Practicum II | <u>1</u> |
| Session Total | | 1 |
| Spring Semester | | Credit Hours |
| IRI 333 | Interventional Procedures II | 3 |
| SDI 364 | Specialty Imaging Capstone I | 3 |
| SDI 401 | Practicum III | <u>3</u> |
| Semester Total | | 9 |
| Summer Session | | Credit Hours |
| IRI 330 | Cardiac Interventions* | 2 |
| SDI 380 | Specialty Imaging Capstone II* | 1 |
| SDI 410 | Practicum IV* | <u>3</u> |
| Session Total | | 6 |
| Total program credit hours | | 22-28 |

Magnetic Resonance Imaging (MRI) Credentialing Course of Study

Up to sixty-four (64) credit hours are transferred into the program from the student's primary imaging ARRT certification or academic degree. Primary and post-primary pathways are available depending on the student's academic background. The Magnetic Resonance program is a 32-week program. The asterisk (*) denotes an additional required course for the primary pathway only.

| Fall Semester | | | Credit Hours |
|----------------------------|-----|------------------------------------------|--------------|
| MRI | 329 | MRI Imaging Production and Procedures I | 3 |
| SDI | 302 | Specialty Imaging Sectional Anatomy | 2 |
| SDI | 304 | Specialty Imaging Pathology | 2 |
| SDI | 314 | Patient Care and Safety | 3 |
| SDI | 340 | Practicum I | <u>3</u> |
| Semester Total | | | 13 |
| Spring Intersession | | | Credit Hours |
| SDI 360 | | Practicum II | <u>1</u> |
| Session Total | | | 1 |
| Spring Semester | | | Credit Hours |
| MRI | 331 | MRI Imaging Production and Procedures II | 2 |
| SDI | 300 | Specialty Imaging Ethics* | 3 |
| SDI | 320 | Advanced Digital Imaging & Informatics | 2 |
| SDI | 364 | Specialty Imaging Capstone I | 3 |
| SDI | 401 | Practicum III | <u>3</u> |
| Semester Total | | | 10-13 |
| Total program credit hours | | | 24-27 |

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

Students entering the Diagnostic Medical Sonography-Echo extension post-baccalaureate certificate program must have graduated from an accredited Diagnostic Medical Sonography program and have earned a minimum of a Bachelor's degree in any area of study. This program is a 26-week program.

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

ADMINISTRATIVE CLINIC PROFESSIONS PROGRAM (ACP) OVERVIEW

The Administrative Clinic Professions (ACP) program offers an Associate of Science degree.

Philosophy

The Administrative Clinic Professions (ACP) program is designed to provide students a quality educational environment that promotes professionalism, effective communication, critical thinking, and specific skill sets within the chosen area of study. It encourages students to become active learners through a variety of learning experiences. The program provides classroom instruction and practicum experiences that adequately prepare students for their specific professional discipline.

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. The TEAS test is not required for students applying to the Associate of Science in Medical Assisting 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.

Medical Assisting core courses must be completed within 3 years of being admitted to the ASMA program unless approved by the ACP Chair.

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

Repeating a Medical Assisting Course

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

Prerequisite and Corequisite Course

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

Medical Assisting Core – 33 Credit Hours

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

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

Medical Assisting General Education (27 Credit Hours)

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

Required General Education Courses (10 Credit Hours)

ENGL 150 English Composition (3)
 INFM 160 Computer Resources (1)
 MATH 150 Intermediate Algebra (3) or MATH 160 College Algebra (3)
 PSYC 101 Introduction to Psychology (3)

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

BIOL 205 Human Anatomy (4)
 BIOL 206 Human Physiology (4)
 BIOL 208 Microbiology (4)
 BIOL 382 Pathophysiology (3)
 CHEM 103 Fundamentals of Chemistry (4)
 ENGL 207 Expository Writing (3)
 GOVT 101 Government and Politics in the United States (3)
 HUMN 108 Spanish for Healthcare Workers (3)
 HUMN 235 Common Reader (1)
 HUMN 238 Common Reader (3)
 MATH 227 Introductions to Statistics (3)
 PHIL 201 Introduction to Philosophy (3)
 PHYS 201 Principles of Physics (4)
 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 Courses | 27 Credit Hours |

| | |
|---------------------------------------|------------------------|
| Total ASMA Degree Requirements | 60 Credit Hours |
|---------------------------------------|------------------------|

Medical Assisting Core Suggested Plan of Study

Example 1 (Fall Start)

Fall 1 (20 Credit Hours)

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

Spring 1 (14 Credit Hours)

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

Fall 2 (13 Credit Hours)

CHEM 103 Fundamentals of Chemistry (4)
ENGL 150 English Composition (3)
PSYC 101 Introduction to Psychology (3)
SOC 101 Introduction to Sociology (3)

Spring 2 (13 Credit Hours)

BIOL 208 Microbiology (4)
MATH 150 Intermediate Algebra (3)
PHIL 201 Introduction to Philosophy (3)
PSYC 230 Life Span Development (3)

Example 2 (Spring Start)

Spring 1 (20 Credit Hours)

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

Fall 1 (14 Credit Hours)

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

Spring 2 (13 Credit Hours)

CHEM 103 Fundamentals of Chemistry (4)
ENGL 150 English Composition (3)
PSYC 101 Introduction to Psychology (3)
SOC 101 Introduction to Sociology (3)

Fall 2 (13 Credit Hours)

BIOL 208 Microbiology (4)
MATH 150 Intermediate Algebra (3)
PHIL 201 Introduction to Philosophy (3)
PSYC 230 Life Span Development (3)

ASMA to ASN/BSN-E Bridge

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

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

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

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

See ASN/BSN-E Track Requirements.

ASMA to ASR/BSDI (MRI/DMS) Bridge

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

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

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

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

DIVISION OF INTERPROFESSIONAL RESEARCH AND GRADUATE STUDIES OVERVIEW

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

Mission

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

MASTER OF SCIENCE IN NURSING (MSN)

Master of Science in Nursing Degree Program Overview

The Master of Science in Nursing (MSN) program is designed for the working nurse although full-time work is strongly discouraged in the Family Nurse Practitioner [FNP] program and Psychiatric Mental Health Nurse Practitioner [PMHNP] program and can be completed in 24 months of full-time study. Course work is online with one-site clinical practicum experiences.

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

The MSN program at Cox College also offers post-master certificates as a Family Nurse Practitioner, Psychiatric Mental Health Nurse Practitioner, or Nurse Educator. These programs are designed for the MSN who would like to further specialize in any of these tracks. These programs offer 15-22 credit hours for completion.

Mission

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

Philosophy of Nursing

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

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

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

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

Nursing is a synergy of art and science. The science of nursing is based on principles and theories of nursing, behavioral, and natural sciences, which embody knowledge, skills and professional values,

which are applied in a caring manner. The art of nursing, grounded in the humanities, is exemplified by the characteristics of caring that include commitment, authenticity, advocacy, responsiveness, presence, empowerment and competence. Nurses accept and respect cultural differences and develop skills to provide ethical, compassionate care.

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

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

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

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

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

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

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

Scope of Practice

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

Program Tracks

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 semesters. This track includes didactic coursework and clinical practicums.

Family Nurse Practitioner track prepares baccalaureate registered nurses seeking to become Advance Practice Nurses who provide primary health care to clients across the life span. Admission for this track is in the fall and spring semesters. This track includes didactic coursework and clinical practicums.

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

Program Outcomes

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

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

- Integrate knowledge and skills acquired throughout the didactic and clinical practicum experiences in the MSN program.
- Understand and account for practice outcomes.
- Practice collaboratively within an inter-professional model.

Graduate Outcomes

At the conclusion of the MSN program, graduates will be able to demonstrate the following:

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

- 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.
- The graduate will be able to analyze current and emerging technologies to support safe practice environments and to optimize quality care outcomes.
- 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.
- 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.

Admissions to MSN Program

Admissions Department

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

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

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

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).

1. Immunization Requirements:
 - a. **Tetanus/Diphtheria/Pertussis** – Current Tetanus/Diphtheria (TD) immunization status (booster required every ten years) AND documentation of one dose of adult pertussis vaccine (Tdap)
 - b. **Varicella** – Initiation or completion of vaccine series OR laboratory confirmation of immunity
 - c. **Hepatitis B** – Initiation or completion of vaccine series OR laboratory confirmation of immunity
 - d. **Measles/Mumps/Rubella (MMR)** – Initiation or completion of vaccine series OR

laboratory confirmation of immunity.

e. **Tuberculosis Screening (TB)** – Documentation of current TB screening

2. Additional Requirements for program admissions:

- a. Negative drug screen
- b. Clear background check
- c. Acceptance of functional abilities requirements (provided by the Admissions office)
- d. Signed compliance of CoxHealth Blood/Body Fluid Exposure policy
- e. 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
- f. Uniform information obtained and uniforms ordered (if applicable)
- g. Current unrestricted RN licensure in state of clinical practice (RN to BSN and MSN students only)

Disqualification of Application

Applicants are not eligible to apply to any program if:

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

Admission and Selection Criteria

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

Requirements Prior/Concurrent to/with the MSN Program

- Verification of immunizations and additional requirements (see Admissions – Requirements prior to first department-specific course) must be provided by all MSN students **prior** to the start of the first graduate course
- Current and maintained unrestricted RN license
- Attendance of MSN program orientation/intensive and completion of paperwork within
- Annual education on Blood Borne Pathogens
- Up-to-date vaccinations while in the program, including annual flu vaccine
- Log every clinical practicum patient encounter into Typhon

Recommendations of the MSN Program

- Have completed an individualized undergraduate course of the following:
 - Pathophysiology
 - Pharmacology
 - Assessment
 - Research
- Working part-time or PRN while in the program (we strongly recommended against full time employment if a student is enrolled full time).
- Complete 15 hours of clinical observation of a Nurse Practitioner in your area of interest
- Obtain associate (student) membership in AANP or NLN (if NE).
- Professional activities attendance (APNO, NLN conferences, etc.)
- Devoting adequate study time of at least 3 hours per week for each credit hour taken.
 - Example: taking 9 credit hours = at least 27 hours of study time per week.

To apply to the MSN program, a candidate must:

1. Complete Cox College Graduate application.
2. Submit a nonrefundable application fee of \$50. If you are a Cox College or Burge graduate, you are not required to pay the \$50 fee.
3. Complete your FAFSA application at www.fafsa.ed.gov. Our school code is 013877. Contact the Financial Aid Office at 417-269-3401 for assistance.
4. Submit official transcripts from all regionally accredited post-secondary institutions attended.
5. Have a cumulative GPA of 3.0 or greater on professional component courses (BSN level work).
6. Students with a GPA less than 3.0 but greater than 2.5 may be granted provisional acceptance for one semester or minimum of six credit hours, upon the discretion of faculty.
7. Submit a copy of current RN licensure (un-encumbered).
8. Submit a copy of your updated Curriculum Vitae (CV).
9. Once your file is complete, you will be contacted to schedule a phone or in-person interview.

Application Deadlines

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

Post-Master Application

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

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

Once accepted:

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

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 or Concurrent to/with the MSN Program

- Verification of immunizations and additional requirements (see Admissions – Requirements prior to first department-specific course.) must be provided by all MSN students **prior** to the start of the first graduate course.
- Current and maintained unrestricted RN license.
- Attendance of MSN program orientation/intensive course and completion of paperwork within.
- Annual education on Blood Borne Pathogens.
- Up-to-date vaccinations while in the program.
- Log every clinical practicum patient encounter into Typhon.

Recommendations of the MSN Program

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

Grading

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

| Grade | Quality Points | Grading Scale |
|-------|----------------|---------------|
| A | 4.0 | 93-100% |
| A- | 3.7 | 90-92% |
| B+ | 3.3 | 87-89% |
| B | 3.0 | 85-86% |
| B- | 2.7 | 80-84% |
| C+ | 2.3 | 77-79% |
| C | 2.0 | 75-76% |
| C- | 1.7 | 70-74% |
| D+* | 1.3 | 67-69% |
| D* | 1.0 | 65-66% |
| D-* | 0.7 | 60-64% |
| F* | 0.0 | 59-0% |
| P | 0 | Passing |

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

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

Academic Standing

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

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

Grade Requirements for Progression

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

- A final course grade of 85% or above is required to progress in the MSN program.
- Grades of 84.99% and below are not considered passing.
- Students are permitted one grade of 70% to 84.99% and the course must be repeated.
- The cumulative GPA must not fall below 3.0 (See Probation Policy above.)
- Students with a second final course grade of 70-84.99% or those with any final course grade of 69.99% or below cannot repeat the course. In addition, the student will be dismissed from the MSN program at Cox College at that time.
- Students must receive a passing (P) final grade in corresponding clinical courses in order to progress in the MSN program.

Repeating a MSN Course

Courses for which a student receives a grade of less than 85% must be repeated. A final course grade of 70-84.99% allows a retake of one course during the entire duration of the program. Enrollment in the repeated course will be on a space-available basis. The student's GPA will reflect

the grade when the course is repeated. A repeated course cannot be taken as an independent study. A student may re-enroll in a program-specific course only ONCE, regardless of the grade status at the time of withdrawal from the course. A Withdrawal (W) grade before the fourth week of the semester will not be considered in the one-time re-enrollment policy. Re-enrollment in courses that the student has withdrawn from will be on a space-available basis to be determined during the final “open” registration period before the start of each term. A Withdrawal Passing (WP) will not count toward

one of the two discipline-specific courses that are allowed for repeat. A Withdrawal Failing (WF) will be counted as one of the two discipline-specific courses that may be repeated.

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

Graduation Requirements

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

Requirements for graduation with the MSN degree include:

- The satisfactory completion of all courses listed in the student's approved program.
- A cumulative graduate GPA of 3.0 or greater.
- Completion of all approved program courses within five (5) years of admission to the MSN program.
- Successful completion of end of program assessments.

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

Graduate students do not graduate with honors.

Master of Science in Nursing (MSN) Degree Requirements

| <u>Course Number</u> | <u>Course Name</u> | <u>Credit Hours</u> |
|----------------------|------------------------------------------------------------------------------------|---------------------|
| MSN 502 | Leadership in Health Care and Nursing Education Systems | 3 |
| MSN 504 | Advanced Physiology and Pathophysiology | 3 |
| MSN 506 | Ethical and Legal Practice in Health Care | 3 |
| MSN 508 | Role of the Advanced Practice Nurse I^ | 1 |
| MSN 510 | Advanced Pharmacology | 3 |
| MSN 512/513 | Advanced Physical Assessment | 3/1 |
| MSN 525B | Evidence-Based Practice in Health Care I | 3 |
| MSN 528B | Evidence-Based Practice in Health Care II | 3 |
| 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 |
| MSN 640 | Family & Child Dynamic~ | 3 |
| MSN 642 | Advanced Psychopharmacology~ | 2 |
| MSN 644/645 | Counseling & Psychotherapy~ | 2/2 |
| MSN 646/647 | Psychotherapy Management Across the Life Span~ | 3/3 |
| MSN 649 | PMHNP Practice Practicum~ | 4 |

NOTE: MSN program core courses have a 500 number and the MSN “track” courses have a 600 number. MSN 508 (not a core course) a track course for FNP may be used as an elective for the NE track.

^Family Nurse Practitioner Track * Nurse Educator Track

~ Psychiatric Mental Health Nurse Practitioner

MSN Prerequisites* and Corequisites**

The MSN student is responsible for having the appropriate prerequisites prior to enrollment in a course. Course registration will be cancelled if the appropriate prerequisites have not been completed. All courses must be taken in sequence according to the program plan of study, and passed with a progression grade of an 85% or higher. Any questions or concerns regarding the prerequisites should be answered by consulting with the student's academic advisor.

| Course | MSN Course # | Prerequisite(s) | Pre/Corequisites | Corequisites |
|------------------------------------------------------------------------------------|--------------|-------------------------------------------------|------------------|--------------|
| Leadership in Health Care and Nursing Education Systems | 502 | Undergraduate Leadership or Equivalent | NONE | |
| Advanced Physiology and Pathophysiology | 504 | Undergraduate Pathophysiology or Equivalent | | |
| Ethical and Legal Practice in Health Care | 506 | Undergraduate Ethics or Equivalent | | |
| Role of the Advanced Practice Nurse I | 508 (FNP) | Current RN-BSN or Admission to MSN | | |
| Advanced Pharmacology | 510 | Undergraduate Pharmacology or Equivalent | | |
| Advanced Physical Assessment | 512 | Undergraduate Assessment or Equivalent | | 513 |
| Advanced Physical Assessment Practicum | 513 | Undergraduate Assessment or Equivalent | | 512 |
| Evidence-Based Practice in Health Care I | 525B | MATH 227 & Undergraduate Research or Equivalent | | |
| Evidenced-Based Practice in Health Care II | 528B | MSN 525 or Equivalent | | |
| Educational Theory and Practice | 604 (NE) | Admission to Graduate Program | | |
| Instructional Strategies and Technologies | 608 (NE) | Admission to Graduate Program | | |
| Nurse Educator Practicum and Research I | 615 (NE) | 502, 504, 506, 510, 512, 608 | 525, 604 | |
| Nurse Educator Practicum and Research II | 616 (NE) | 502, 504, 506, 510, 512, 608, 615 | 525, 604, 615 | |
| Health Promotion/Prevention in Primary Care: Adult through Aging | 620 (FNP) | 504, 510, 512, 513 | | 621 |
| Health Promotion/Prevention in Primary Care: Adult through Aging Practicum | 621 (FNP) | 504, 510, 512, 513 | | 620 |
| Health Promotion/Prevention in Primary Care: Women's Health/Reproductive | 622 (FNP) | 504, 510, 512 513, 620, 621 156 | | 623 |
| Health Promotion/Prevention in Primary Care: Women's Health/Reproductive Practicum | 623 (FNP) | | 622, 623, 624 | 622 |

| | | | | |
|------------------------------------------------------------------------------|-------------|--------------------------------------------------|----------|-----|
| Health Promotion/Prevention in Primary Care: Newborn to Adolescent | 624 (FNP) | | 622, 623 | 625 |
| Health Promotion/Prevention in Primary Care: Newborn to Adolescent Practicum | 625 (FNP) | | 622, 623 | 624 |
| Role of the Advanced Practice Nurse II | 626 (FNP) | 504, 508, 510, 512, 620, 621, 622, 623, 624, 625 | | 628 |
| Advance Practice Practicum and Research | 628 (FNP) | 504, 508, 510, 512, 620, 621, 622, 623, 624, 625 | | 626 |
| Family & Child Dynamic | 640 (PMHNP) | 504, 510, 512/513 | 508 | |
| Advanced Psychopharmacology | 642 (PMHNP) | 504, 510, 512/513, 640 | 640 | |
| Counseling & Psychotherapy | 644 (PMHNP) | 504, 510, 512/513, 640 | 642 | 645 |
| Counseling & Psychotherapy Practicum | 645 (PMHNP) | 504, 510, 512/513, 640 | 642 | 645 |
| Psychotherapy Across the Life Span | 646 (PMHNP) | 504, 510, 512/513, 640, 642, 644/645 | | 647 |
| Psychotherapy Across the Life Span Practicum | 647 (PMHNP) | 504, 510, 512/513, 640, 642, 644/645 | | 646 |
| PMHNP Practice Practicum | 649 (PMHNP) | 504, 510, 512/513, 640, 642, 644/645, 464/647 | 626 | |

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

* A Pre/Corequisite is defined as a course that may be taken **prior to OR simultaneously** with the higher-level course. Corequisites must be taken concurrently.

Master of Science Family Nurse Practitioner (FNP) Track

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

Suggested Full-Time Plan of Study (Fall Admission)

Year 1

| Fall Semester | | Spring Semester | |
|---------------------------------------------------------------|-----------|-------------------------------------------------------------------------|-----------|
| MSN 504 Advanced Physiology & Pathophysiology (16 weeks) | 3 | MSN 506 Ethical/Legal Practice in Health Care (8 weeks) | 3 |
| MSN 508 Role of APN (8 weeks) | 1 | MSN 525B EBP in Health Care I (16 weeks) | 3 |
| MSN 510 Advanced Pharmacology (16 weeks) | 3 | MSN 620/621 Adult to Aging Practicum (16 weeks and 180 clinical hours*) | 6 |
| MSN 512/513 Adv. Assessment (16 weeks and 60 clinical hours*) | 3 | | |
| MSN 502 Leadership (8 weeks) | 3 | | |
| | 13 | | 12 |

Year 2

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

*Clinical hours subject to change.

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

Total Credit Hours 42

MSN Program: Family Nurse Practitioner

Suggested Full-Time Plan of Study (Spring Admission)

Year 1

| Spring Semester | | Fall Semester | |
|------------------------------------------------------------------|-----------|------------------------------------------------------------------|-----------|
| MSN 504 Adv. Patho. (16 weeks) | 3 | MSN 508 Role of APN (8 weeks) | 1 |
| MSN 506 Ethical/Legal (8 weeks) | 3 | MSN 525B EBP in Health Care I (16 weeks) | 3 |
| MSN 510 Adv. Pharm. (16 weeks) | 3 | MSN 620/621 Adult to Aging (16 weeks and 180 clinical hours*) | 6 |
| MSN 512/513 Adv. Assessment (16 weeks and 60 clinical hours*) | 3 | | |
| | 12 | | 10 |

Year 2

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

*Clinical hours subject to change.

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

Total Credit Hours 42

MSN Program: Family Nurse Practitioner

Suggested Part-Time Plan of Study (Fall Admission)

Year 1

| Fall Semester | | Spring Semester | |
|-----------------------------------|----------|---------------------------------------------|----------|
| MSN 504 Adv. Patho. (16 weeks) | 3 | MSN 506 Ethical/Legal 8 weeks) | 3 |
| MSN 508 Role of APN 8 weeks) | 1 | MSN 525B EBP in Health Care I (16 weeks) | 3 |
| MSN 510 Adv. Pharm (16 weeks) | 3 | | |
| | 7 | | 6 |

Year 2

| Fall Semester | | Spring Semester | |
|------------------------------------------------------------------|----------|------------------------------------------------------------------|----------|
| MSN 512/513 Adv. Assessment (16 weeks and 60 clinical hours*) | 3 | MSN 620/621 Adult to Aging (16 weeks and 180 clinical hours*) | 6 |
| MSN 502 Leadership (8 weeks) | 3 | MSN 528B EBP in Health Care II (16 weeks) | 3 |
| | 6 | | 9 |

Year 3

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

*Clinical hours subject to change

Total Credit Hours 42

MSN Program: Family Nurse Practitioner

Suggested Part-Time Plan of Study (Spring Admission)

Year 1

| Spring Semester | | Fall Semester | |
|------------------------------------|----------|---------------------------------------------|----------|
| MSN 504 Adv. Patho. (16 weeks) | 3 | MSN 502 Leadership (8 weeks) | 3 |
| MSN 506 Ethical/Legal (8 weeks) | 3 | MSN 508 Role of APN (8 weeks) | 1 |
| | | MSN 525B EBP in Health Care I (16 weeks) | 3 |
| | 6 | | 7 |

Year 2

| Spring Semester | | Fall Semester | |
|------------------------------------------------------------------|----------|------------------------------------------------------------------|----------|
| MSN 510 Adv. Pharm. (16 weeks) | 3 | MSN 528B EPB in Health Care II (16 weeks) | 3 |
| MSN 512/513 Adv. Assessment (16 weeks and 60 clinical hours*) | 3 | MSN 620/621 Adult to Aging (16 weeks and 180 clinical hours*) | 6 |
| | 6 | | 9 |

Year 3

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

*Clinical hours subject to change.

Total Credit Hours 42

MSN Post-Master's Certificate, Family Nurse Practitioner

Suggested Full-Time Plan of Study (Fall Admission)

| Year 1 Fall Semester | Credit hours | Year 1 Spring Semester | Credit hours |
|------------------------------------------------------------------------------------------------------------|-----------------|-----------------------------------------------------------------------------------------------------------------|-----------------|
| MSN 508 Role of the Advanced Practice Nurse I (if required) (8 weeks) | 1 | MSN 620/621 Health Promotion/Prevention in Primary Care: Adult through Aging (16 weeks and 180 clinical hours*) | 6 |
| Year 2 Fall Semester | | Year 2 Spring Semester | |
| MSN 622/623 Women's Health (16 weeks and 60 clinical hours*) | 4 | MSN 626 Role of the Advance Practice Nurse II (8 weeks) | 1 |
| MSN 624/625 Promotion/Prevention in Primary Care: Newborn to Adolescent (16 weeks and 120 clinical hours*) | 5 | MSN 628 Advanced Practicum and Research (16 weeks and 240 clinical hours*) | 4 |

*Clinical hours subject to change.

Total Credit Hours: 21

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

MSN Post-Master's Certificate, Family Nurse Practitioner

Full-Time Plan of Study (Spring Admission)

| Year 1 Spring Semester | Credit hours | Year 1 Fall Semester | Credit hours |
|-----------------------------------------------------------------------------------------------------------------|-----------------|----------------------------------------------------------------------------|-----------------|
| MSN 620/621 Health Promotion/Prevention in Primary Care: Adult through Aging (16 weeks and 180 clinical hours*) | 6 | MSN 508 Role of the Advanced Practice Nurse I (if required) (8 weeks) | 1 |
| Year 2 Spring Semester | | Year 2 Fall Semester | |
| MSN 622/623 Women's Health (16 weeks and 60 clinical hours*) | 4 | MSN 626 Role of the Advance Practice Nurse II (8 weeks) | 1 |
| MSN 624/625 Promotion/Prevention in Primary Care: Newborn to Adolescent (16 weeks and 120 clinical hours*) | 5 | MSN 628 Advanced Practicum and Research (16 weeks and 240 clinical hours*) | 4 |

*Clinical hours subject to change.

Total Credit Hours: 21

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

MSN Program: Nurse Educator

Suggested Full-Time Plan of Study (Fall Admission)

Year 1

| Fall Semester | | Spring Semester | |
|------------------------------------------------------------------|----------|--------------------------------------------------------------------|----------|
| MSN 504 Adv. Patho. (16 weeks) | 3 | MSN 506 Ethical/Legal (8 weeks) | 3 |
| MSN 510 Adv. Pharm. (16 weeks) | 3 | MSN 525B EBP in Health Care I (16 weeks) | 3 |
| MSN 512/513 Adv. Assessment (16 weeks and 60 clinical hours*) | 3 | MSN 608 Instructional Strategies (2 nd 8 weeks only) | 3 |
| | 9 | | 9 |

Year 2

| Fall Semester | | Spring Semester | |
|--------------------------------------------------------------------------------------------------------------------------|----------|-----------------------------------------------------------------------------------------------------------------------------|----------|
| MSN 604 Ed. Theory/Practice (2 nd 8 weeks only) | 3 | MSN 528B EBP in Health Care II (16 weeks) | 3 |
| MSN 615 NE Practicum I (1 credit hour didactic and 2 credit hours practicum) (16 weeks and 120 clinical hours*) | 3 | MSN 616 NE Practicum II (2 credit hours didactic and 4 credit hours practicum) (16 weeks and 240 clinical hours*). | 6 |
| MSN 502 Leadership (8 weeks) | 3 | | |
| | 9 | | 6 |

*Clinical hours subject to change.

Total Credit Hours 36

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

MSN Program: Nurse Educator

Suggested Part-Time Plan of Study (Fall Admission)

Year 1

| Fall Semester | | Spring Semester | |
|-----------------------------------|---|--------------------------------------------------------------------|---|
| MSN 504 Adv. Patho. (16 weeks) | 3 | MSN 506 Ethical/Legal (8 weeks) | 3 |
| MSN 510 Adv. Pharm. (16 weeks) | 3 | MSN 608 Instructional Strategies (2 nd 8 weeks only) | 3 |
| | 6 | | 6 |

Year 2

| Fall Semester | | Spring Semester | |
|------------------------------------------------------------------------|---|----------------------------------------------------------------------|---|
| MSN 502 Leadership (1 st or 2 nd 8 week session) | 3 | MSN 525B EBP in Health Care I (16 weeks) | 3 |
| MSN 604 Ed. Theory/Practice (2 nd 8 weeks only) | 3 | MSN 512/513 Advanced Assessment (16 weeks and 60 clinical hours*) | 3 |
| | 6 | | 6 |

Year 3

| Fall Semester | | Spring Semester | |
|--------------------------------------------------------------------------------------------------------------------|---|----------------------------------------------------------------------------------------------------------------------|---|
| MSN 528B EBP in Healthcare II (16 weeks) | 3 | MSN 616 NE Practicum II (2 credit hours didactic and 4 credit hours practicum) (16 weeks and 240 clinical hours*) | 6 |
| MSN 615 NE Practicum I (1 credit hour didactic and 2 credit hours practicum) (16 weeks and 120 clinical hours*) | 3 | | |
| | 6 | | 6 |

*Clinical hours subject to change

Total Credit Hours 36

MSN Post-Master's Certificate, Nurse Educator
Full-Time Plan of Study (Fall Admission)

| Year 1 Fall Semester | Credit hours | Year 1 Spring Semester | Credit hours |
|--------------------------------------------------------------------------------------------------------------------------|-------------------------|-----------------------------------------------------------------------------------------------------------------------------|-------------------------|
| | | MSN 604 Ed. Theory/Practice (2 nd 8 week session only) | 3 |
| Year 2 Fall Semester | | Year 2 Spring Semester | |
| MSN 608 Instructional Strategies (2 nd 8 week session only) | 3 | MSN 616 Nurse Educator Practicum II (2 credit hour didactic and 4 credit hour practicum) (16 weeks and 240 clinical hours*) | 6 |
| MSN 615 Nurse Educator Practicum (1 credit hour didactic and 2 credit hour practicum) (16 weeks and 120 clinical hours*) | 3 | | |
| | 6 | | 6 |

*Clinical hours subject to change.

Total Credit Hours 15

MSN Program: Psychiatric Mental Health Nurse Practitioner

Suggested Full-Time Plan of Study (Fall Admission)

Year 1

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

Year 2

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

*Clinical hours subject to change

Total Credit Hours 42

Total Clinical Hours: 600*

MSN Program: Psychiatric Mental Health Nurse Practitioner

Sample Part-Time Plan of Study (Fall Admission)

Year 1

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

Year 2

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

Year 3

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

*Clinical hours subject to change

Total Credit Hours 42

Total Clinical Hours: 540*

MSN Post-Master's Certificate, Psychiatric Mental Health Nurse Practitioner
Sample Full-Time Plan of Study (Fall Admission)

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

*Clinical hours subject to change.

Total Credit Hours: 21

Total Clinical Hours: 540*

NUTRITION DIAGNOSTICS DEPARTMENT

Nutrition Diagnostics Department Mission

The Cox College Master of Science in Nutrition Diagnostics/Dietetic Internship, Masters of Science in Nutrition Diagnostics, and Nutrition Diagnostics Dietetic Internship are 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 healthcare.

Philosophy

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

Goals and Objectives

Prepare graduates to become competent entry level dietitians.

- First time pass rate of 80% or greater over a 5-year period on the RD exam.
- 80% of employers will rate graduate preparation for the profession as adequately or well prepared.
- 90% of students will complete the program with their cohort (MND/DI); 90% of students will complete the program within 15 months (ND-DI).

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

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

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

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

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

- 25% of graduates will seek employment in southwest Missouri or the Midwest region.
- 90% of students will complete the program with their cohort (MND/DI); 90% of students will complete the program within 15 months (ND-DI).

- First time pass rate of 80% or greater over a 5-year period on the RD exam.
- Over a 5-year period, 70% of graduates seeking gainful employment in dietetics will find employment within 12 months of program completion.

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

Cox College's MND/DI is a 22-month combined program for individuals who have completed at least a bachelor's degree, as well as accredited Didactic Program in Dietetics (DPD) coursework requirements. The MND/DI provides the supervised practice experience that is required to be eligible to take the registration examination for dietitians. The combined program offers students the opportunity to complete a Master of Science in Nutrition Diagnostics as a component of the required supervised practice component. The MND/DI program has a concentration in nutrition diagnostics and is designed to meet the competencies for entry-level practice as an RD. The program is designed to enhance and expand practice skills in clinical nutrition utilizing Kight's advanced level practice modeling in nutrition diagnostics. The program requires completion of a 45-credit Master's Degree and approximately 1,216 hours of supervised practice experiences that span the 22-month length of the program.

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

MND/DI as a Cohort Program

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

All students will take the same courses at the same time, as well as complete the supervised practice rotations in the same period. Cohort status will be lost if the student drops out or does not maintain 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.

MND/DI Requirements

| Course Number | Course Name | Credit Hours |
|---------------|-------------------------------------------------------------------|--------------|
| MND 502 | Nutrition Counseling and Education Methods | 3 |
| MND 521 | Critical Thinking in Nutrition | 3 |
| MND 524 | Concepts in Pharmacology and Pathophysiology | 3 |
| MND 531 | Supervised Practice I | 2 |
| MND 535 | Nutrition Diagnostics & Assessment 1 | 3 |
| MND 541 | Nutrition Diagnostics & Assessment 2 | 3 |
| MND 551 | Nutrition and Health Enhancement | 3 |
| MND 556 | Supervised Practice II | 2 |
| MND 557 | Staff Relief | 1 |
| MND 560 | Supervised practice III | 2 |
| MND 571 | Supervised Practice IV | 2 |
| MND 581 | Integrative Approaches in Nutrition | 3 |
| MND 600: | Research Methods in Nutrition | 3 |
| MND 611 | Application of Clinical Reasoning to Diagnose Nutrient Imbalances | 3 |
| MND 640: | Advanced Nutrition Assessment in Chronic Disease I | 3 |
| MND 650: | Advanced Nutrition Assessment in Chronic Disease II | 3 |
| MND 665: | Evidence-Based Practice in Nutrition | 3 |

MND/DI 22-Month Plan of Study

Year 1

| Fall Semester | Spring Semester |
|-----------------------------------------------------------|----------------------------------------------------------|
| MND 521: Critical Thinking in Nutrition (3) | MND 551: Nutrition and Health Enhancement (3) |
| MND 535: Nutrition Diagnostics & Assessment 1 (3) | MND 541: Nutrition diagnostics & assessment 2 (3) |
| MND 524: Concepts in Pharmacology and Pathophysiology (3) | MND 502 Nutritional Counseling and Education Methods (3) |
| MND 531- Supervised practice I (2) | MND 556: Supervised practice II (2) |
| Total: 11 | Total: 11 |

Year 2

| Summer Semester | Fall Semester | Spring Semester |
|--------------------------|------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|
| MND 557 Staff Relief (1) | MND 600: Research methods in nutrition (3) | MND 665: Evidence-based practice in nutrition (3) |
| | MND 640: Advanced nutrition assessment in chronic disease 1 (3) | MND 650: Advanced nutrition assessment in chronic disease 2 (3) |
| | MND 611: Application of Clinical Reasoning to Diagnose Nutrient Imbalances (3) | MND 581: Integrative approaches in nutrition (3) |
| | MND 560: Supervised Practice III (Clinical day, Friday/Sat/Sun, case application, mentoring DI only group) | MND 571: Supervised Practice IV (Clinical day, Friday/Sat/Sun, case application mentor DI only group, community) (2) |
| | 4,71 | |

| | | |
|----------------|------------------|------------------|
| | community) (2) | |
| Total 1 | Total: 11 | Total: 11 |

Total credit hours: 45

MND/DI Prerequisites/Corequisites

| Course number | Prerequisite* | Prerequisite/Corequisite** |
|---------------|-------------------------------|-------------------------------------------|
| MND 502 | BS in dietetics or equivalent | |
| MND 521 | BS in dietetics or equivalent | |
| MND 524 | BS in dietetics or equivalent | |
| MND 535 | BS in dietetics or equivalent | |
| MND 531 | BS in dietetics or equivalent | |
| MND 541 | MND 535 & MND 531 or DI SP | |
| MND 551 | BS in dietetics or equivalent | |
| MND 556 | MND 531 | |
| MND 557 | MND 556 | |
| MND 560 | MND 557 | |
| MND 571 | MND 560 | |
| MND 581 | BS in dietetics or equivalent | |
| MND 600 | MND 541 | |
| MND 611 | MND 541 | |
| MND 640 | | MND 541 or permission from the instructor |
| MND 650 | | MND 640 or permission from instructor |
| MND 665 | MND 600 | |

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

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

MND/DI Progression

Progression - Coursework

1. The student must achieve a 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 ND 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 – ND Comprehensive Exams

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

Progression – ACEND & Nutrition Diagnostic Competencies

The student must successfully meet the ACEND required learning outcomes/competencies that reflect the minimal level of expertise that is required for entry-level practice. In addition, the student must also be competent in Nutrition Diagnostics as reflected in the program specific competencies.

Successful Completion/Graduation Requirements

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

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

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

NUTRITION DIAGNOSTICS-DIETETIC INTERNSHIP (ND-DI)

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

The Cox College ND-DI follows a modified cohort model and is designed for students to experience the supervised practice experiences and graduate courses as a community of learners. The support gained by these experiences leads to academic success, as well as higher retention/increased likelihood of program completion. The cohort of students will start at the same time and graduate at the same time, completing requirements for supervised practice and the graduate coursework in a 10.5-month timeframe. At that time, all students will receive the AND Verification Statement (indicating eligibility to sit for the Registration Examination for Dietitians).

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

ND-DI Requirements

ND-DI Plan of Study

10.5 Months/38 Weeks Supervised Practice

| Semester | Didactic Courses | Supervised Practice Courses |
|----------|--------------------|-----------------------------|
| Fall | MND 521 MND 535 | MND 526 |
| Spring | MND 541 MND 551 | MND 527 MND 528 |
| Summer | | MND 529 |

ND-DI Courses

| | |
|----------------------------------------------|----------------|
| MND 521 Critical Thinking in Nutrition | 3 Credit Hours |
| MND 526 DI Supervised Practice I | 0 Credit Hours |
| MND 527 DI Supervised Practice II | 0 Credit Hours |
| MND 528 DI Supervised Practice III | 0 Credit Hours |
| MND 529 DI Supervised Practice IV | 0 Credit Hours |
| MND 535 Nutrition Diagnostics & Assessment 1 | 3 Credit Hours |

ND Department Grading Scale

The Cox College grading scale is as follows:

| Grade | Quality Points | Grading Scale |
|-------|----------------|---------------|
| A | 4.0 | 93-100% |
| A- | 3.7 | 90-92% |
| B+ | 3.3 | 87-89% |
| B | 3.0 | 85-86% |
| B- | 2.7 | 80-84% |
| C+ | 2.3 | 77-79% |
| C | 2.0 | 75-76% |
| C- | 1.7 | 70-74% |
| D+ | 1.3 | 67-69% |
| D | 1.0 | 65-66% |
| D- | 0.7 | 60-64% |
| F | 0.0 | 59-0% |
| P | 0 | Passing |

ND-DI Progression

ND-DI Progression – Coursework and Supervised Practice

The student must achieve cumulative GPA of 3.0 or higher in the coursework and successfully complete the supervised practice experiences. Failure to meet these criteria results in dismissal from the program.

Progression – ND-DI Comprehensive Exams

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

Progression – ACEND & Nutrition Diagnostic Competency

The student must successfully meet the ACEND required learning outcomes/competencies that reflect the minimal level of expertise that is required for entry-level practice. In addition, the student must also be competent in Nutrition Diagnostics as reflected in the program specific competency.

Successful Completion

The ACEND competencies reflect the minimal level of expertise the intern must achieve. In

addition to the minimal level of expertise required by ACEND, satisfactory performance is required in the following if a student wishes to receive a verification statement 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 ND program director, college faculty and preceptors
- Achieving competence in Nutrition Diagnostics as measured by the program concentration specific nutrition diagnostic competency
- Attendance at all required internship/program meetings, including, but not limited to, Southwest Missouri Academy of Nutrition & Dietetics meetings
- Satisfactory completion of all courses required in the ND-DI plan of study
- Graduate GPA of 3.0 or greater
- Completion of all other degree requirements
- Successful passing of ND-DI Comprehensive Exams

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

Applying

- Admission to the ND programs requires concurrent admission to the Cox College Graduate Department. Applicants must complete two different online application forms, one for the internship (DICAS system – see below) and one for the Cox College Graduate Department.
- In addition, before beginning a program, all students must provide official transcripts showing completion of at least a bachelor's degree from an accredited college or university and a signed verification statement from an ACEND-accredited Didactic Program in Dietetics.
- The programs utilize the online DICAS application system and D&D Digital computer matching application process.
- The program is using the on-line centralized internship application, DICAS, e-mail DICASinfo@DICAS.org. **The on-line application must be completed for the Cox College program by 11:59 pm Central Time on February 15.** The fee to use DICAS is \$40 for the first application submitted and \$20 for each additional application.
- Official Transcripts from all colleges and universities attended should be sent to: DICAS - Transcript Dept., PO Box 9118, Watertown, MA, 02472.
- When completing the application form, applicants must include the name and contact information (specifically an e-mail address) for each reference. This will trigger an e-mail message requesting completion of a reference form. The form will be completed on-line. Students submitting more than one application will need to use the same individuals as references for each application.
- Applicants must also register online with D&D Digital **for computer matching and select dietetic internship priority choices by 11:59 pm Central Time on February 15.** There is a \$50 computer-matching fee. The matching code for Cox College is 173. For more information on the computer matching process go to www.dnndigital.com, or contact them at:

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

Applicants Requirements

- Provide an AND Verification Statement or Declaration of Intent to Complete a Didactic Program in Dietetics (DPD) – submitted with the DICAS online application.
- Provide official transcripts showing completion of at least a bachelor's degree from an accredited college or university (bachelor's degree must be completed before beginning program in August) - submitted with the DICAS online application.
- Request three (3) letters of recommendation - submitted with the DICAS online application.
 - DPD Director
 - Food, Nutrition or Dietetics Professor/Instructor
 - Work supervisor – preferably in food, dietetics area
- Provide a resume or curriculum vita - submitted with the DICAS online application
- Provide a 1-2 page personal statement addressing the following – submitted with the DICAS online application.
 - Describe the significant professional responsibilities you have held.
 - State your professional goals and reasons for desiring to enroll in this MND program.
 - Describe your strengths that will help you succeed in the program and in reaching your professional goals.
 - Indicate your personal practice interests as specifically as possible, including any previous practice experience you may have acquired.
 - Demonstration of good communication skills, professionalism, self-direction, flexibility, potential to complete the entire curriculum, and motivation to work in a fast-paced academic program and site environment.
 - Describe weaknesses and/or opportunities for improvement
- A cumulative GPA of 3.0 or higher. Exceptions will be made on a case-by-case basis.
- 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, ND Department via the AND DICAS system by February 15th.

Selection Procedure

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

- **Note:** Admission to the graduate department in the College does **not** grant a student admission to the program. ND program applications are reviewed by a selection committee **after**

admission to the graduate program. Program appointments are awarded on a competitive basis through computer matching process used by AND in co-operation with D&D Digital Systems, Ames, IA. Following computer matching appointment, students must pass a criminal background check and drug screen.

Preselect Option for ND-DI program

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

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

MASTER OF SCIENCE IN NUTRITION

DIAGNOSTICS (MND)

The MND program is a 36-hour graduate degree in nutrition diagnostics designed for the practicing clinical RD. The program also provides the ability of students who have completed the Nutrition Diagnostic Dietetic Internship to finish a Nutrition Diagnostics master's degree. The MND program curriculum is the same as the MND/DI didactic coursework, eliminating the surprised practice experiences required for a dietetic internship. This program must be completed in five years.

MND Requirements

| Course Number | Course Name | Credit Hours |
|---------------|-------------------------------------------------------------------|--------------|
| MND 502: | Nutrition Counseling and Education Methods | 3 |
| MND 521 | Critical Thinking in Nutrition | 3 |
| MND 524 | Concepts in Pharmacology and Pathophysiology | 3 |
| MND 535 | Nutrition Diagnostics & Assessment 1 | 3 |
| MND 541 | Nutrition Diagnostics & Assessment 2 | 3 |
| MND 551 | Nutrition and Health Enhancement | 3 |
| MND 581 | Integrative Approaches in Nutrition | 3 |
| MND 600: | Research Methods in Nutrition | 3 |
| MND 611 | Application of Clinical Reasoning to Diagnose Nutrient Imbalances | 3 |
| MND 640: | Advanced Nutrition Assessment in Chronic Disease I | 3 |
| MND 650: | Advanced Nutrition Assessment in Chronic Disease II | 3 |
| MND 665: | Evidence-Based Practice in Nutrition | 3 |

Sample MND PLANS—Extended Time Frames

2-year Plan of Study

Year 1

| Fall Semester | Spring Semester |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| MND 521: Critical Thinking in Nutrition (3) MND 535: Nutrition Diagnostics & Assessment 1 (3) MND 524: Concepts in Pharmacology and Pathophysiology (3) | MND 551: Nutrition and Health Enhancement (3) MND 541: Nutrition Diagnostics & Assessment 2 (3) MND 502 Nutritional Counseling and Education Methods (3) |
| Total: 9 | Total: 9 |

Year 2

| Fall Semester | Spring Semester |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| MND 600: Research Methods in Nutrition (3) MND 640: Advanced Nutrition Assessment in Chronic Disease 1 (3) MND 611: Application of Clinical Reasoning to Diagnose Nutrient Imbalances (3) | MND 665: Evidence-Based Practice in Nutrition (3) MND 650: Advanced Nutrition Assessment in Chronic Disease 2 (3) MND 581: Integrative Approaches in Nutrition (3) |
| Total: 9 | Total: 9 |

3-year Plan of Study

Year 1

| Fall Semester | Spring Semester |
|--------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
| MND 535: Nutrition Diagnostics & Assessment 1 (3) MND 521: Critical Thinking in Nutrition (3) | MND 541: Nutrition Diagnostics & Assessment 2 (3) MND 502 Nutritional Counseling and Education Methods (3) |
| Total: 6 | Total: 6 |

Year 2

| Fall Semester | Spring Semester |
|------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|
| MND 524: Concepts in Pharmacology and Pathophysiology (3) MND 640: Advanced Nutrition Assessment in Chronic Disease 1 (3) | MND 650: Advanced Nutrition Assessment in Chronic Disease 2 (3) MND 551: Nutrition and Health Enhancement (3) |
| Total: 6 | Total: 6 |

Year 3

| Fall Semester | Spring Semester |
|------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| MND 611: Application of Clinical Reasoning to Diagnose Nutrient Imbalances (3) MND 600: Research Methods in Nutrition (3) | MND 581: Integrative Approaches in Nutrition (3) MND 665: Evidence-Based Practice in Nutrition (3) |
| Total: 6 | Total: 6 |

Transfer Policy and Previous Practice Experience – Coursework

Transfer of graduate credit hours from other accredited institutions to substitute for a course in the MND plan of study will be evaluated on a case-by-case basis by the program director and faculty. Students with extensive practice experience in a particular area that pertains to a required course in the MND plan of study may request to test out to receive graduate credit. If approved and accepted as credit, the student will still be responsible for that particular course content. A maximum of 6 credit hours can be transferred for credit or accepted as test out credit.

MND Progression

Progression - Coursework

- The student must achieve a grade of 70% or higher. Failure to meet this criterion results in dismissal from the program.
- The student must achieve a cumulative GPA of 3.0 or higher for successful completion of the program.
 - 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.
 - If GPA does not improve to 3.0 or higher in the succeeding semester the student will be dismissed from the program.

Successful Completion/Graduation Requirements

- Satisfactory completion of all courses required in the MND plan of study.
- Graduate GPA of 3.0 or greater.
- Completion of all other degree requirements.
- Achievement of program competencies/outcomes
- Completion of all approved program courses within five years of admission to the MND program.
- Completion of end of program assessments.

Applying to the Master of Science in Nutrition Diagnostics Program

To apply to the MND 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 in 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 RD licensure/CDR card
7. Submit two letters of recommendation
 - a. 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 direct supervisor.
8. Submit a brief essay (no greater than 500 words) discussing professional experiences and goals. Submission of the essay needs to be in APA format.
9. Once your file is complete you will be contacted to schedule an interview.

MND Program - Admission and Selection Criteria

Candidates are considered for admission into the MND program based on the completion of Cox College application requirements. Once a candidate has been notified of an offer for admission into the MND 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.

Non-Degree Seeking Status

Registered or registered eligible students may take up to 9 hours of graduate coursework (as

courses are available) without admittance to the MND program. Non-RD/non-RD eligible individuals may take courses on a case-by-case basis. Contact program faculty for details. The following are required to take any MND coursework:

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

MASTER OF SCIENCE IN OCCUPATIONAL THERAPY (MSOT)

Vision

Department of Occupational Therapy at Cox College: Leaders in occupational therapy education.

Mission

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

1. Utilizing a multi-modal approach to curriculum delivery resulting in therapists equipped to succeed in diverse health care environments. (*KNOWING*)
2. Encouraging reflective practice to advance critical thinking, clinical reasoning, and problem solving skills. (*DOING*)
3. Providing opportunities for commitment to the everyday advancement of the field of occupational therapy. (*ADVANCING*)
4. Collaborating with community partners to advance the practice of occupational therapy in Southwest Missouri and beyond. (*LEADING*)

Philosophy

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

Curriculum Threads & Outcomes

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

1. Utilizing knowledge of how the human body operates and achieves participation in meaningful everyday activities in order to understand the unique needs of individual clients. (*KNOWING*)

2. Developing clinical competency and professionalism in order to deliver skilled occupational therapy services in a variety of contexts and environments. (*DOING*)
3. Advancing the profession through evidence-based practice and evidence contribution. (*ADVANCING*)
4. Participating in professional development, committing to professional membership, and collaborating with community partners. (*LEADING*)

The Cox College curriculum transforms information from the natural and basic sciences and liberal arts into an applied, holistic understanding of the art and science of occupational therapy in the learner. The curriculum reflects the person-occupation-environment interaction, the domains-processes of occupational therapy, and life span occupational performance as the central organizing concepts of the curriculum. The Person-Environment-Occupation-Performance (PEOP) model and the Occupational Therapy Practice Framework (OTPF) are the two occupational therapy theory foundations that are the backbone of the entire curriculum. They reflect the profession's core beliefs in the relationship between occupation and health and its view of people as occupational beings.

Each course intentionally considers and applies the PEOP – OTPF model with all course content and objectives as the major unifying curriculum thread that supports the achievement of the curricular outcomes. Courses are logically sequenced to instill in students a comprehensive knowledge and application of this relationship and its application to occupational therapy practice.

In addition, the Scientist-Practitioner Model is applied to the MSOT curriculum delivery. The Scientist-Practitioner Model is endorsed as a favored model for the development of professionals in behavioral health and service-delivery fields (Hoidin & Olbert-Bock, 2016). It addresses the concern that educational programs might produce “people who can talk about practice rather than people who are competent practitioners” (Borders & Bloss, 1994). This model is designed to encourage students to integrate research and practice and utilize “clinical inquiry” (Hoshmand, 1991) in their clinical work. An underlying philosophy of teaching in this manner is that an effective curriculum creates professional ‘habits’ and requires intentional placement of opportunities for students to engage in clinical inquiry.

Students first acquire knowledge regarding how the body operates (OTPF: client factors - neuromotor & sensory, biomechanical, cognitive and psychosocial function). Coursework includes but is not limited to anatomy, physiology, kinesiology and medical conditions. Transformation of information goes towards understanding subsystem functions and interventions that contribute to the participation and performance of occupations (OTPF: areas of occupation, performance skills and performance patterns). Students then combine all of this information in understanding the person as an occupational being whose underlying abilities in combination with environmental constraints and supports, determine occupational performance (OTPF: context and environment plus activity demands).

The curriculum utilizes metacognitive learning theory to interweave the two major threads - the PEOP along with the Occupational Therapy Practice Framework (OTPF) in that it offers:

- A graded developmental approach to acquiring the knowledge, skills and attitudes to be a clinically competent entry-level practitioner who reflects on and engages in the scholarly application of occupational therapy and has a skill set to deliver person-centered, evidence-based occupational therapy.

- An emphasis on occupation as the link between person and environment and as an organizing framework for understanding the interaction of these factors on occupational performance.
- A central focus on occupation, on humans as occupational beings, and on the complex processes by which people find meaning and health through the interactive person-environment process of 'doing' or engaging in occupations.
- A comprehensive understanding of both personal factors and context or environmental influences on occupational performance and function in the areas of occupation.
- An intentional use of metacognition strategies that foster learning in context. As a result, students know themselves as learners and develop the ability to approach tasks successfully because they understand that they learn different kinds of tasks differently. This sets them up for successful problem solving skill development in clinical practice.
- An intentional use and application of the PEOP – OTPF relationship with all course content and objectives as the major unifying curricular thread in curriculum delivery.

The entry-level MSOT curriculum model (figure 1) illustrates didactic-to-clinical experiences designed for the Cox College occupational therapy student. The inner color-filled square shows how the PEOP & OTPF theories permeate the curriculum. The hexagons depict the curriculum sequences, with the student's clinical competence as the central core representing the culmination of the integration of the curriculum into application. The arrow of clinical inquiry represents the influence of the scientist-practitioner training where students are consistently questioning and advancing their practice through life-long learning.

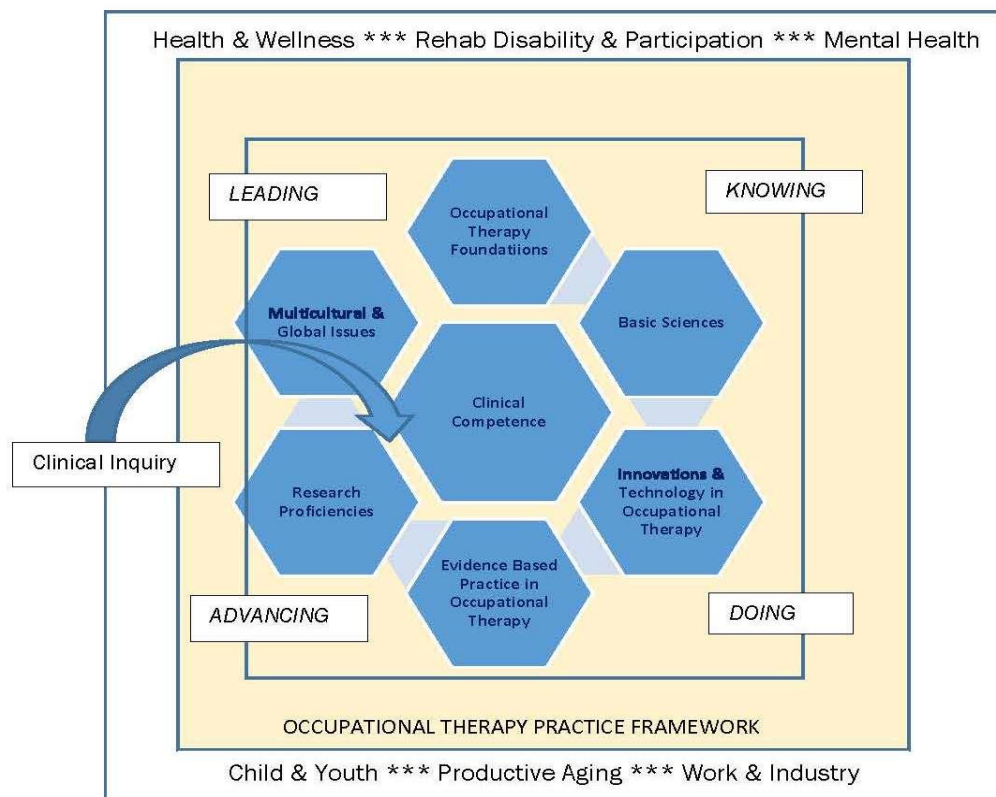


Figure 1: MSOT Curriculum Model

Courses within each course sequence (depicted as hexagonals in figure 1) concurrently or progressively either complement each other or provide increasingly more complex applicable information and experiences than previous courses in and out of the sequences. The knowledge and skills learned are unified by the application of PEOP – OTPF theories. For example, student learning in Development of Human Occupations is tandem with Pathophysiology and Occupational Performance, enabling students to intuitively understand how factors associated with dysfunction influence occupational performance. The sequencing not only allows for ample skill and knowledge preparation, but also fosters high-level strategic learning particularly metamemory (the intuitive knowledge of one's memory capabilities and strategies to improve it), metacomprehension (the ability to assess one's own skills, knowledge, learning, or depth of understanding), problem solving, critical thinking, and clinical reasoning.

In keeping with the Scientist-Practitioner Model, the MSOT curriculum seeks to provide students with ample, repeated opportunities to create habits and skills related to clinical inquiry. Love, Carr, LeBlanc, and Kisamore (2013) have suggested evidence-based teaching strategies to develop scientist-practitioners that can be adapted for use in the MSOT program. Specifically, they suggest use of the Behavioral Skills Training Model (Miltner, 2004) which includes instruction, modeling, rehearsal, and feedback to teach Master's level students. This evidence-based, robust strategy for developing scientist-practitioners is utilized in the MSOT program at Cox College.

The curriculum sequences provide activities to learn:

- The structure and function of the human body as it relates to occupations (*KNOWING*);
- Theoretical and philosophical foundations of occupational therapy practice (*KNOWING*);
- Expressions and use of occupations and technology for teaching and learning across the life span (*KNOWING & DOING*);
- Identification and treatment of developmental and acquired occupational dysfunctions using occupation based interventions (*DOING*);
- Evidence basis and scholarly explorations for accountable practice (*DOING & ADVANCING*);
- Repeated practice using clinical inquiry in order to create the habits of a scientist-practitioner (*DOING & ADVANCING*);
- Clinical competence in all areas of practice, and beginning specialization as a reflective entry-level professional (*DOING & ADVANCING*);
- Leadership and advocacy for responsible collaborative clinical practice (*ADVANCING & LEADING*).

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Accreditation

The Cox College entry-level occupational therapy master's degree program is accredited by the Accreditation Council for Occupational Therapy Education (<https://www.aota.org/Education-Careers/Accreditation.aspx>) of the American Occupational Therapy Association (www.aota.org), located at 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. Graduates of the program will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. **Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.**

Accreditation of the occupational therapy program permits Cox College MSOT graduates to apply for the national certification examination administered by the National Board of Certification in Occupational Therapy (NBCOT). A passing score on the certification exam is required to practice in all 50 states. Additionally, graduates must submit their NBCOT scores for licensure in the respective state(s) where they intend to practice.

**** Note:** Students must complete Level II Fieldwork Experiences within 24 months following the completion of the didactic portion of the program.

Cohort Program and Progression

Each year a cohort of students will be admitted to the graduate program in occupational therapy. Once a student enters the program, he/she will become part of a cohort, a group of 26-30 who go through all the on-site courses together in a lock-step fashion. Fieldwork experiences will be assigned by the Academic Fieldwork Coordinator.

The program is a full-time, 80-credit program designed to prepare graduates to be eligible to take the NBCOT certification exam and subsequently be eligible for licensure as an Occupational Therapist. The 2.5-year program includes both level I part-time clinical experiences and 24 weeks of full-time level II fieldwork.

Cohort status will be lost if the student drops out or does not maintain a 3.0 overall GPA. Failure of any course (grade of 79% or below) 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 Vice President of Academic Affairs.

The required 24 weeks of full-time Level II fieldwork must be completed within 24 months following the completion of the didactic component of the program unless granted an extension for extenuating circumstances by the program Faculty Review Committee and the Vice President of Academic Affairs. Both Level II experiences must be successfully completed; in the event of a failure in a clinical experience, another placement will be made at the discretion of the program director

and academic fieldwork coordinator; this may or may not be immediately available and may delay graduation. Please review the Fieldwork Education Manual for specific policies related to failure of a fieldwork experience as certain circumstances require a dismissal from the program.

Academic Probation/Suspension

MSOT students will be placed on academic probation when:

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

Admission Requirements

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

1. **Undergraduate Credit Hours:** Applicants must hold a baccalaureate degree and submit transcripts showing a **cumulative GPA of at least a 3.0**.
 - a. Submit the required pre-requisite course transcripts (through OTCAS) before starting the MSOT program. Students must have at least a 3.0 GPA to apply. GPA is calculated in two ways: full GPA and Prerequisite GPA. We encourage applicants to make sure they meet a minimum of 3.0 in both calculations.
 - b. COVID-19 Update: The MSOT Department recommends that applicants choose a letter grade option for undergraduate course instead of pass/fail credit, if possible. Courses transferring with pass/fail credit will be calculated as a “C” for admissions purposes.
2. **COTA to OTR Bridge Option:** Applicants must be a graduate of an ACOTE-accredited OTA program with a final GPA of 3.0, have worked in a clinical setting for a year and successfully taken prerequisites listed below, bringing the total undergraduate credit hours to a minimum of 90.
3. **Observation Hours:** Submit proof of 15 hours of Occupational Therapy observations in two different practice settings (i.e., outpatient rehabilitation, inpatient rehabilitation, hand therapy clinic, long-term care facilities, schools or specialty settings) is required. (Observation form can be found in OTCAS). *This requirement is waived for OTA candidates. COVID-19 Update: Due to COVID-19, this requirement is waived for OTA candidates.*
4. **Community Service Hours:** Documentation of volunteer hours in any community setting, going back as far as junior high, is preferred. However, due to COVID-19, this requirement can be adjusted to only include all pre-2020 volunteer hours. Applicants are encouraged to

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

5. **Professional References:** Submit 3 professional references. Note: one must be from a registered occupational therapist.
6. **Personal Essay:** Submit a personal 500-word essay addressing why the applicant has chosen occupational therapy as a career.

Admissions Process

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

1. Apply online at <https://portal.otcas.org/>
 - a. Select Cox College as the institution choice for admission to this program.
 - b. Submit the following to OTCAS
 - i. Official transcripts
 - ii. Three professional references (one must be an OT)
 - iii. Observation form(s)
 - iv. Volunteer form(s)
 - v. Personal Essay
 - vi. Resume (We recommend that the resume outlines the applicant's professional journey to the point of application to the program.)
 - vii. Writing Sample (We recommend the applicant submit a sample that includes references and is written in APA style formatting. However, we will accept a variety of style formats. Many applicants choose to submit a research paper or a formal paper from a favorite undergraduate course.)
2. Apply to Cox College (<http://coxcollege.edu/index.php/applications>); submit graduate application and \$50 application fee.
3. Complete the FAFSA application at www.FASFA.gov . Our school code is 013877. Contact our Financial Aid Office (417-269-3401) for questions or assistance.
4. Apply for institutional scholarships at <http://www.coxcollege.edu/scholarships>.

Only applicants who have successfully completed all required submissions in OTCAS, have submitted a Cox College Application, and have met all GPA and pre-requisite requirements will be considered for admission.

Following the review of all documents, top applicants will be invited for an interview. An interview does not guarantee acceptance into the program. Invitations of acceptance into the MOST program are offered formally on an individual basis through both electronic and post-mail formats between March and June each year.

Transfer of Credits

Students accepted for entry into the occupational therapy program must complete all pre-requisite coursework prior to the start date of the program. Applicants may be in progress of completing up to 2 prerequisite courses in the spring semester of the application due date.

Students applying for admission and transferring from another occupational therapy program will not be given advanced standing and may only transfer up to 6 credit hours. Any transferred classes must have a syllabus available for review by the program director/advisor.

Once Accepted

Submission of a **nonrefundable** acceptance fee (includes background check and drug screen) must be submitted.

Verification of immunizations and additional requirements **must** be provided by all MSOT students prior to the start of the first semester of MSOT coursework. (Students may not attend fieldwork and other clinical experiences without required documentation.)

Prerequisite Courses

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

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

*must be taken within five (5) years of application to the program. Human Anatomy & Human Physiology may be taken as Human Anatomy & Physiology I & II.

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

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

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

Degree Requirements

Graduates must have achieved a minimum GPA of 3.0 to be eligible for a master's degree.

| | |
|----------------------|------------------------|
| Professional courses | 70 credit hours |
| Clinical Education | <u>10</u> credit hours |
| Total | 80 credit hours |

| Course Number | Course Name | Credit Hours |
|-------------------------------|----------------------------------------------------------------|--------------|
| YEAR ONE | | |
| MSOT 502 | Applied Anatomy & Kinesiology (includes LAB) | 4 |
| MSOT 510 | Professional & Therapeutic Use of Self | 3 |
| MSOT 515 | Pathophysiology and Occupational Performance | 3 |
| MSOT 520 | OT Foundations& Activity Analysis (includes LAB) | 3 |
| MSOT 525 | Development and Human Occupations | 3 |
| MSOT 535 | The Occupational Therapy Process | 2 |
| MSOT 540 | Applied Neuroscience | 3 |
| MSOT 545 | Assessment, Evidence & Intervention I (includes LAB) | 4 |
| MSOT 530 | Fieldwork I-A | 1 |
| MSOT 555 | Research Design & Evidence in Occupational Therapy | 3 |
| MSOT 560 | Group Process in Occupational Therapy | 1 |
| MSOT 570 | Innovations and Technology to Support Occupational Performance | 3 |
| YEAR TWO | | |
| MSOT 550 | Vision, Perception & Cognition | 3 |
| MSOT 575 | Health Care Administration & Management | 3 |
| MSOT 580 | Assessment, Evidence & Intervention II (includes LAB) | 4 |
| MSOT 585 | Fieldwork I-B | 1 |
| MSOT 605 | Research Project I (includes LAB) | 4 |
| MSOT 565 | Ethics, Culture & Global Perspectives | 3 |
| MSOT 610 | Assessment, Evidence & Intervention III (includes LAB) | 4 |
| MSOT 615 | Fieldwork I-C | 1 |
| MSOT 620 | Assessment, Evidence & Intervention IV (includes LAB) | 4 |
| MSOT 630 | Fieldwork I-D | 1 |
| MSOT 650 | Research Project II (includes LAB) | 4 |
| MSOT 625 | Creative Leadership & Entrepreneurship | 3 |
| Year 2.5 Summer - Fall | | |
| MSOT 684 | Fieldwork Experience Level II-A Summer | 3 |
| MSOT 691 | Evidence-Based Practice & Clinical Synthesis I | 3 |
| MSOT 686 | Fieldwork Experience Level II-B Fall | 3 |
| MSOT 693 | Evidence-Based Practice & Clinical Synthesis II | 3 |

COURSE DESCRIPTIONS—GENERAL EDUCATION

BIOLOGY

BIOL 117 Introduction to Anatomy & Physiology 3 Credit Hours

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

BIOL 118 Medical Terminology 3 Credit Hours

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

BIOL 205 Human Anatomy 4 Credit Hours

An introduction to the gross and microscopic anatomy of the human body. Mammalian examples of major systems are studied in the laboratory. Lecture and laboratory.

BIOL 206 Human Physiology 4 Credit Hours

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

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

BIOL 208 Microbiology 4 Credit Hours

The practical relations of microorganisms to human welfare. An introduction to standard laboratory methods of the study of bacteria and bacteriological examinations of materials and effects of environment upon bacteria. Lecture and laboratory.

BIOL 382 Pathophysiology 3 Credit Hours

Prerequisites: BIOL 205, 206

Physiological responses to disease, stress, and the environment are studied. Pathophysiological processes are analyzed in view of current research. Cross-listed with NRNC 382.

CHEMISTRY

CHEM 103 Fundamentals of Chemistry 4 Credit Hours

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

COMPUTER SCIENCE

INFM 160 Computer Resources

1 Credit Hour

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

ENGLISH

ENGL 150 English Composition

3 Credit Hours

An introductory writing course focused on college-level writing strategies to improve language and grammar in written communication in a variety of modes. The process of critical thinking, composing, revising and editing are emphasized, and basic research skills and documentation techniques are introduced. **A TEAS is an option for students to comp out of ENGL 150. A passing score of 75% is required.**

ENGL 207 Expository Writing

3 Credit Hours

Prerequisite: ENGL 150 or equivalent

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

HUMANITIES

HUMN 108 Spanish for Healthcare Professionals

3 Credit Hours

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

HUMN 235 Common Reader

1 Credit Hour

Prerequisite: None

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

HUMN 238 Common Reader

3 Credit Hours

This course is designed to assist students in understanding the message conveyed by a common reader novel through reading the text, answering questions, and participating in discussions about topics associated with the text. This course includes a research component related to the text. This course is the same as NRSI 238, NRNC 238, and SDI 238.

MATHEMATICS

MATH 150 Intermediate Algebra

3 Credit Hours

The traditional topics of intermediate algebra through quadratic equations and functions are covered. This class meets the math proficiency requirement for the nursing programs. Students with ACT scores greater than or equal to 22 are exempt from MATH 150. **TEAS is an option for students to comp out of MATH 150. A passing score of 75% is required.**

MATH 160 College Algebra

3 Credit Hours

Prerequisite: MATH 150 or one year of high school algebra and one year of high school geometry.

A study of functions and graphs, solutions of equations and inequalities, and the properties of polynomial, rational, exponential, and logarithmic functions.

MATH 227 Introduction to Statistics

3 Credit Hours

Prerequisite: MATH 150 or equivalent

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

PHILOSOPHY

PHIL 201 Introduction to Philosophy

3 Credit Hours

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

PSYCHOLOGY

PSYC 101 Introduction to Psychology

3 Credit Hours

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

PSYC 230 Life-Span Development

3 Credit Hours

Prerequisite: PSYC 101 (BSDI Exception)

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

SOCIAL SCIENCES

GOVT 101 Government and Politics in the United States

3 Credit Hours

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

SOCIOLOGY

SOCI 101 Introduction to Sociology

3 Credit Hours

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

SOCI 304 Global Awareness and Cultural Diversity

3 Credit Hours

Prerequisite: SOCI 101 (BSDI Exception)

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

COURSE DESCRIPTIONS— INTERPROFESSIONAL UNDERGRADUATE STUDIES

ASSOCIATE OF SCIENCE IN MEDICAL ASSISTING

MACC 103 Introduction to Medical Assisting 1 Credit Hour

Prerequisite: Approval from the Medical Assisting Program Coordinator.

This course will provide an introduction to medical assisting. Topics covered will include the medical assisting profession, environment of care, AIDET, PARTNERS, National Patient Safety Goals, HIPAA, OSHA standards, standard precautions, infection control, medical asepsis, emergency procedures, first aid, vital signs and measurements, and documentation. This course will also provide an overview of key aspects, knowledge, and skills needed in the transition to college life. Students will identify their educational goals, personal strengths, and areas for development, and explore strategies for creating greater academic, professional, and personal success as well as empowering students to become active, responsible, and lifelong learners.

MACC 111 Human Diseases 3 Credit Hours

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

MACC 117 Introduction to Anatomy & Physiology 3 Credit Hours

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

MACC 118 Medical Terminology 3 Credit Hours

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

This course is cross-listed as BIOL 118.

MACC 119 Introduction to Pharmacology 2 Credit Hours

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 is cross-listed with SDI 119.

MACC 153 Clinical Medical Assisting I 2 Credit Hours

Prerequisite: Approval from the Medical Assisting Program Coordinator

Corequisites: MACC 154

This course will provide an introduction to clinical medical assisting. Topics covered will include infection control, vital signs, physical examination, patient coaching, nutrition and health promotion, medical emergencies, and assisting with medical specialties.

MACC 154 Clinical Medical Assisting I Lab**2 Credit Hours***Prerequisite: Approval from the Medical Assisting Program Coordinator**Corequisite: MACC 153*

This course gives the students hands-on experience in clinical procedures performed in a medical office. Students will practice and perform procedures learned MACC 153 Clinical Medical Assisting I.

MACC 163 Administrative Medical Assisting I**2 Credit Hours***Prerequisite: Approval from the Medical Assisting Program Coordinator**Corequisites: MACC 164*

This course will provide students with an introduction to administrative medical assisting. Topics covered will include professionalism and the healthcare team, therapeutic communication, legal principles, healthcare laws, healthcare ethics, technology, written communication, telephone techniques, scheduling appointments and patient processing, health records, and daily operations and safety.

MACC 164 Administrative Medical Assisting I Lab**1 Credit Hour***Prerequisite: Approval from the Medical Assisting Program Coordinator**Corequisite: MACC 163*

This course gives the students hands-on experience in administrative procedures performed in the medical office. Students will practice and perform procedures learned in MACC 163 Administrative Medical Assisting I.

MACC 173 Clinical Medical Assisting II**2 Credit Hours***Prerequisite: Approval from the Medical Assisting Program Coordinator**Corequisites: MACC 174*

This course will provide an introduction to clinical medical assisting. Topics covered will include principles of pharmacology, pharmacology math, administering medications, surgical supplies and instruments, assisting with surgical procedures, principles of electrocardiography, introduction to the clinical laboratory, urinalysis, blood collection, analysis of blood, microbiology and immunology.

MACC 174 Clinical Medical Assisting II Lab**2 Credit Hours***Prerequisite: Approval from the Medical Assisting Program Coordinator**Corequisite: MACC 173*

This course gives the students hands-on experience in clinical procedures performed in a medical office. Students will practice and perform procedures learned in MACC 173 Clinical Medical Assisting II.

MACC 183 Administrative Medical Assisting II**2 Credit Hours***Prerequisite: Approval from the Medical Assisting Program Coordinator**Corequisite: MACC 184*

This course will provide students with an introduction to administrative medical assisting. Topics covered will include health insurance essentials, diagnostic coding, procedural coding, medical billing and reimbursement essentials, patient accounts and practice management, and advance roles in administration.

MACC 184 Administrative Medical Assisting II Lab**1 Credit Hour***Prerequisite: Approval from the Medical Assisting Program Coordinator**Corequisite: MACC 183*

This course gives the students hands-on experience in administrative procedures performed in the medical office. Students will practice and perform procedures learned in MACC 183 Administrative Medical Assisting II.

MACC 280 Medical Assisting Capstone

3 Credit Hours

Prerequisite: Approval from the Medical Assisting Program Coordinator

This course will provide an opportunity for the student to synthesize knowledge and experience gained throughout the Medical Assisting program. It will also prepare the student for the Medical Assisting Examination.

MACC 290 Medical Assisting Practicum

4 Credit Hours

Prerequisite: Approval from the Medical Assisting Program Coordinator

This course offers administrative and clinical experiences as an entry-level medical assistant. It prepares the student to transition from the classroom environment into the professional environment. It also provides an opportunity for the student to integrate theory and practice while working in an ambulatory care facility. The student will have the opportunity to apply and solidify the skills previously discussed and practiced in class. The student will be asked to perform tasks that are carefully defined and appropriate to his/her abilities. Students will also receive feedback about their performance. 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 may need to complete the ambulatory care facility's required orientation and/or training. Students will also participate in an exit interview. A comprehensive view of employability traits and skills will be covered as well as job preparation skills.

ASSOCIATE OF SCIENCE IN NURSING

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

NURS/NURN/NLPN/NURM 105 Clinical Applications I (4 LEC & 3 LAB) 7 Credit Hours

Three hours of theory and nine hours of laboratory per week. This course presents an overview of the nursing profession and concepts basic to nursing practice in light of the College's philosophy of nursing and curriculum themes. The nursing process is presented as the decision-making approach used in the delivery of nursing care. Assessment of individual health status is emphasized. Framed by functional health patterns, the course explores normal functioning and simple alterations in the health of the adult population.

NURS/NURN/NLPN/NURM 106 Clinical Applications II (4 LEC & 3 LAB) 7 Credit Hours

Four hours of theory and 12 hours of laboratory per week.

This course focuses on the principles of human growth and development and emphasizes health promotion, illness prevention, and health restoration for clients from infancy through adulthood throughout the community. Care of the childbearing and childrearing families are explored, focusing on commonly seen health alterations. This course also explores alterations occurring in adults, including alterations in nutrition, perception, sexuality, and reproduction.

NURS/NURN/NLPN/NURM 205 Critical Thinking 2 Credit Hours

This course aims to develop and strengthen the ability of the student to think critically and to communicate effectively. The student will understand the main requirements and benefits of critical thinking and the application of clinical judgement.

NURS/NURN/NLPN/NURM 206 Clinical Applications III (4 LEC & 3 LAB) 7 Credit Hours

Building on content provided in previous courses, emphasis is now placed on health restoration and facilitation of coping in individuals across the life span. This course explores alterations in mental health, immunity, metabolism, elimination, and mobility.

NURS/NURN/NLPN/NURM 208 Clinical Applications IV (4 LEC & 3 LAB) 7 Credit Hours

Four hours of theory and 12 hours of laboratory per week

This course focuses on complex health alterations occurring across the life span. Emphasis is placed on increased accountability in decision-making, communication, and collaboration with other members of the healthcare team. Students engage in therapeutic nursing interventions, role development, and discovery to gain knowledge and experience in the care of multiple and physiologically unstable clients.

NURS/NURN/NLPN/NURM 215 Pharmacological Basis of Nursing Practice 3 Credit Hours

This course is designed to provide students with the basic knowledge to safely administer drugs to clients of all ages. Content includes understanding of medication action, appropriate uses, adverse effects, nursing implications, and client education for various drugs/drug categories based on currently available evidence. The role of the nurse as an integral part of the healthcare team will be emphasized throughout the course as it relates to safe medication administration.

NURS/NURN/NLPN/NURM 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/NURN/NLPN/NURM 491 Nursing Externship 3 Credit Hours

Prerequisite/corequisite: By permission of Cox College selection team only, two faculty letters of recommendation (one must be clinical faculty), good academic standing, and interview with Human Resources representative at CoxHealth. ASN-completed NURS 206 prior to beginning externship. This is a clinical course designed to facilitate further development of the professional nursing role and to ease role transition upon graduation. Several curricular themes are emphasized including, decision-making, communication, therapeutic intervention, life span development, discovers, and role development. This is an elective course and may be repeated.

ASSOCIATE OF SCIENCE IN RADIOGRAPHY

RAD 101 Introduction to Clinical Practice 1 Credit Hour

Prerequisites: RAD 100, RAD 120, RAD 121.

An introduction to the radiologic technology field including orientation to the clinical education settings and program policies.

RAD 100 Patient Care in Radiography (LEC and LAB courses) 3 Credit Hours

Prerequisites: ENGL 150, MATH 160, BIOL 118, BIOL 205, BIOL 206, CHEM 103 or Introduction to

An introduction to patient care in radiography to include: patient assessment, monitoring, communication, patient safety, infection control, medical emergencies, pharmacology, and medication administration. (2 theory, 1 lab)

Prerequisites: ENGL 150, MATH 160, BIOL 118, BIOL 205, BIOL 206, CHEM 103 or Introduction to Physics w/lab, PSYC 101, INFM 160. Corequisites: RAD 100, RAD 120, RAD 121, RAD 141.

Prerequisites: ENGL 150, MATH 160, BIOL 118, BIOL 205, BIOL 206, CHEM 103 or Introduction to Physics w/lab, PSYC 101, INFM 160. Corequisites: RAD 100, RAD 110, RAD 121, RAD 141.

Prerequisites: ENGL 150, MATH 160, BIOL 118, BIOL 205, BIOL 206, CHEM 103 or Introduction to Physics w/lab, PSYC 101, INFM 160. Corequisites: RAD 100, RAD 110, RAD 120, RAD 141.

Prerequisites: RAD 100, RAD 120, RAD 121
Corequisites: RAD 123, RAD 142, RAD 161, RAD 191

Prerequisites: RAD 100, RAD 120, RAD 121
Corequisites: RAD 122, RAD 142, RAD 161, RAD 191

Prerequisites: ENGL 150, MATH 160, BIOL 118, BIOL 205, BIOL 206, CHEM 103 or Introduction to Physics w/lab, PSYC 101, INFM 160. Corequisites: RAD 100, RAD 110, RAD 120, RAD 121.

200

2 Credit Hours

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

An advanced discussion on principles of energy, physics, and electromagnetic radiation as they relate to radiographic imaging. Special consideration is given to advanced concepts on radiation classifications, exposure factors, interactions in matter, as well as radiation doses, units, and conversions.

2 Credit Hours

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

Corequisites: RAD 122, RAD 123, RAD 142, RAD 191

An introduction to radiographic image production. The course includes an overview of the concepts and components used in radiographic imaging, especially their role in image formation, image quality, and patient exposure.

2 Credit Hours

Prerequisites: RAD 101

Corequisites: RAD 122, RAD 123, RAD 142, RAD 161

Initial clinical education for first-year radiography students, conducted under direct and indirect supervision of registered radiologic technologists with rotations in a variety of clinical education settings. Experience leads to completion of competencies in general radiography exams and procedures.

3 Credit Hours

Prerequisites: RAD 191

Corequisites: None

Continuation of clinical education for first-year radiography students, conducted under direct and indirect supervision of registered radiologic technologists with rotations in a variety of clinical education settings. Experience leads to completion of competencies in general radiography exams and procedures. Emphasis is placed on image analysis and quality control. (2 clinical and 1 theory.)

2 Credit Hours

Prerequisites: RAD 110

Corequisites: RAD 250, RAD 262, RAD 270, RAD 293

Normal structure and function of human systems with emphasis on related radiographic examinations and a study of the etiology and processes of human trauma and disease. Emphasis is placed on radiographic pathology of the body systems and the manifestations of the pathology.

2 Credit Hours

Prerequisites: RAD 141, RAD 142, RAD 161

Corequisites: RAD 200, RAD 262, RAD 270, RAD 293

An advanced study of radiographic image quality, including receptor exposure, image contrast, spatial resolution, and distortion. The course also emphasizes image analysis, quality control, and factors influencing radiographic image quality.

RAD 262 Image Production II 3 Credit Hours

Prerequisites: RAD 161

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

An advanced study of radiographic image production. The course includes an in-depth study of the concepts and components used in radiographic imaging, especially their role in image formation, image quality, and patient exposure.

RAD 263 Image Production III 2 Credit Hours

Prerequisites: RAD 262

Corequisites: RAD 289, RAD 295, RAD 299

Continued study of advanced principles in radiographic image production. The course includes an in-depth study of the concepts and components used in radiographic imaging, especially their role in image formation, image quality, and patient exposure.

RAD 270 Radiation Biology and Protection 3 Credit Hours

Prerequisites: RAD 142

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

An in-depth study of radiation biology, to include the effects of ionizing radiation on living tissues, organs and systems. Advanced study of radiation protection principles and regulations.

RAD 289 Professionalism and Ethics 3 Credit Hours

Prerequisites: RAD 100

Corequisites: RAD 263, RAD 295, RAD 299

An introduction to professional advancement, professional credentialing, and professional organizations in the radiologic sciences. Includes discussions of medico-legal concepts, terminology, and analyses of potential medical ethical dilemmas.

RAD 293 Clinical Practice III 2 Credit Hours

Prerequisites: RAD 192

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

Continuation of clinical education for second-year radiography students, conducted under direct and indirect supervision of registered radiologic technologists with rotations in a variety of clinical education settings. Experience leads to completion of competencies in general radiography exams and procedures.

RAD 294 Clinical Practice IV 1 Credit Hour

Prerequisites: RAD 293

Corequisites: None

Continuation of clinical education for second-year radiography students, conducted under direct and indirect supervision of registered radiologic technologists with rotations in a variety of clinical education settings. Includes introduction to rotations in specialty imaging modalities, to include interventional radiology, cardiac cath lab, computed tomography, nuclear medicine, diagnostic medical sonography, radiation therapy, mammography, and magnetic resonance imaging. (.5 clinical and .5 theory.)

RAD 295 Clinical Practice V**2 Credit Hours***Prerequisites: RAD 294**Corequisites: RAD 289, RAD 263, RAD 299*

Continuation of clinical education for second-year radiography students, conducted under direct and indirect supervision of registered radiologic technologists with rotations in a variety of clinical education settings. Includes continued rotations in specialty imaging modalities, to include interventional radiology, cardiac cath lab, computed tomography, nuclear medicine, diagnostic medical sonography, radiation therapy, mammography, and magnetic resonance imaging.

RAD 299 Radiography Capstone**4 Credit Hours***Prerequisites: All program courses must be complete except for RAD 289, RAD 263, & RAD 295**Corequisites: RAD 289, RAD 263, RAD 295*

A comprehensive overview of the program curriculum in preparation for the ARRT certification examination in Radiography.

BACHELOR OF SCIENCE IN DIAGNOSTIC IMAGING**CTI 300 CT Physics and Instrumentation****3 Credit Hours***Prerequisite: None*

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

CTI 302 CT Imaging Procedures**2 Credit Hours***Prerequisite: None*

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

DMS 304 Physics & Instrumentation I**3 Credit Hours***Prerequisite: None*

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

DMS 306 Sonographic Anatomy of the Abdomen & Small Parts I**3 Credit Hours***Corequisite: DMS 310*

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

DMS 307 DMS Capstone I 3 Credit Hours

Prerequisite: None

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

DMS 308 Sonographic Abdominal & Small Parts Pathology I 3 Credit Hours

Prerequisite: None

Corequisite: DMS 312

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

DMS 310 Sonographic Anatomy of the Abdomen & Small Parts I Lab 4 Credit Hours

Prerequisite: None

Corequisite: DMS 306

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

DMS 312 Sonographic Abdominal & Small Parts Pathology I Lab 4 Credit Hours

Prerequisite: None

Corequisite: DMS 308

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

DMS 314 Physics & Instrumentation II 4 Credit Hours

Prerequisite: DMS 304

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

DMS 316 Vascular Physics & Instrumentation I 3 Credit Hours

Prerequisite: None

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

DMS 318 Gynecology I**3 Credit Hours***Prerequisite: None**Corequisite: DMS 320*

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

DMS 320 DMS Specific Gynecology Lab**2 Credit Hours***Prerequisite: None**Corequisite: DMS 318*

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

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

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

DMS 324 Obstetrics I**2 Credit Hours***Prerequisite: None*

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

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

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

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

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

DMS 330 Vascular Technology I**3 Credit Hours***Prerequisite: DMS 316**Corequisite: DMS 332*

This course is designed to discuss all aspects and topics related to vascular testing and evaluations. Emphasis will be placed on venous evaluations and test validation. The capabilities, limitations, physical properties, techniques, patient positioning, and test interpretation of each section will be discussed. This course will include arterial, venous, and cerebrovascular examinations which will encompass both normal vascular structures as well as the disease process as it pertains to vascular technology.

DMS 332 DMS Specific Vascular Lab**2 Credit Hours***Prerequisite: DMS 316**Corequisite: DMS 330*

This course is an intense introduction to vascular ultrasound scanning. This intensive lab will focus on arterial, venous, cerebral vascular examinations. The student will learn patient preparation, scanning techniques and imaging protocols. Emphasis will be placed on interpretation of laboratory tests, related clinical signs and symptoms, and recognition of normal vascular structures as well as the disease process for vascular structures.

DMS 334 Obstetrics II**3 Credit Hours***Prerequisite: DMS 324*

This course is a continuation and a comprehensive overview of the normal growth and anatomy of the fetus from conception to birth. It includes the normal and abnormal sonographic appearance of the fetus, placenta, umbilical cord, and related structures from the 1st, 2nd, and through the 3rd trimester. It will include case studies as they pertain to normal and high risk obstetrical ultrasound to prepare the student for taking the national ARDMS OB/GYN registry examination.

DMS 340 Vascular Technology II**4 Credit Hours***Prerequisites: DMS 316, DMS 330, DMS 332*

This course is a comprehensive overview of all aspects and topics related to vascular testing and evaluations. Emphasis is on Transcranial Doppler Imaging, Arterial Testing, Venous Testing, and Test Validations in preparation for the national ARDMS Vascular Technology registry examination.

DMS 342 Advanced DMS Specific Comprehensive Lab**1 Credit Hour***Prerequisite: None*

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

DMS 344 DMS Neurosonography**1 Credit Hour***Prerequisite: None*

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

DMS 352 DMS Specific Practicum I**2 Credit Hours***Prerequisite: None*

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

DMS 354 DMS Specific Practicum II**3 Credit Hours***Prerequisite: DMS 352*

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

2 Credit Hours

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

2 Credit Hours

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

3 Credit Hours

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

2 Credit Hours

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

3 Credit Hours

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

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.

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.

2 Credit Hours

This course will provide the student with an in-depth introduction to echocardiographic images, clips, and protocols that are required for routine echocardiographic examinations. This course covers the proper acquisition and technique for obtaining the 2D, color Doppler, and spectral Doppler used in echocardiography. The course utilizes multiple audio-visual tools including a large echocardiographic image file library, detailed instruction video clips, dedicated web blog, and links to educational echocardiographic Web sites.

3 Credit Hours

Prerequisite: ECH 304

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

3 Credit Hours

This course is a detailed study of image acquisition, instrumentation, processing, and radiation protection for both fluoroscopy and digital angiography within interventional radiography. Radiation protection is discussed for both patient and personnel considerations.

3 Credit Hours

This course discusses basic interventional radiography procedures in terms of indications, imaging, diagnostics, interventions, and potential complications. A review of associated anatomy and pathology is included. Types and modes of contrast administration is also considered.

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.

3 Credit Hours

This course discusses advanced interventional radiography procedures in terms of indications, imaging, diagnostics, interventions, and potential complications. A review of associated anatomy and pathology is included. Types and modes of contrast administration is also considered.

3 Credit Hours

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

MRI 331 MRI Imaging Production and Procedures II**2 Credit Hours***Prerequisite: MRI 329*

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

SDI 235 Common Reader**1 Credit Hour***Prerequisites: None*

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

SDI 238 Common Reader**3 Credit Hours***Prerequisites: None*

This course is designed to assist students in understanding the message conveyed by a common reader novel through reading the text, answering questions, and participating in discussions about topics associated with the text. This course includes a research component related to the text. This course is the same as HUMN 238, NRSI 238, and NRNC 238.

SDI 300 Specialty Imaging Ethics**3 Credit Hours***Prerequisite: None*

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***Prerequisite: None*

This course is a systematic review of human anatomy as imaged in sectional planes. Anatomical structures will be identified in axial, sagittal, coronal, and oblique sections and in relationship to other structures.

SDI 304 Specialty Imaging Pathology**2 Credit Hours***Prerequisite: None*

Content considers common diseases and injuries diagnosable through specialty imaging modalities. Each disease or trauma process is examined in terms of its description, etiology, associated symptoms and characteristic appearance in sectional imaging. Terms associated with these pathologies will be included.

SDI 311 Building Team Culture**3 Credit Hours***Prerequisite: None*

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

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.

3 Credit Hours

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

3 Credit Hours

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

2 Credit Hours

This course considers the fundamental principles of digital imaging and informatics in diagnostic imaging, including digital instrumentation, data acquisition, image production, post-processing, and digital display. The course also includes a focused study of workflow and informatics in diagnostic imaging.

3 Credit Hours

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

1 Credit Hour

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 NRNC 330 and NRSI 330.

2 Credit Hours

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 334 Foundational Leadership

3 Credit Hours

Prerequisite: None

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

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

SDI 340 Practicum I

3 Credit Hours

Prerequisite: None

This course is an in-depth clinical experience focusing on imaging studies, imaging protocols, and patient care. Clinical settings vary through the course of the specialty program.

SDI 344 Healthcare Finance

3 Credit Hours

Prerequisite: None

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

SDI 350 End of Life

3 Credit Hours

Prerequisite: Instructor permission

This course provides theory in providing care for individuals and their families at end-of-life. The focus will be on adult care with adaptations throughout the life span. This course is the same as NRSJ 350 and NRNC 350.

SDI 359 The Healthy Provider

3 Credit Hours

Prerequisite: None

The Healthy Provider is designed to raise awareness and empower students to take personal responsibility for their overall fitness. By becoming aware of their current level of fitness, students are encouraged to become intentional and proactive in setting and attaining fitness goals. Through the study of fitness, students learn strategies to maintain regular exercise, a healthy diet, and prevention of common injuries associated with the demands of nursing. This course explores unique challenges nurses face in attaining and maintaining health and fitness while caring for others. This course is the same as NRSI 359 and NRNC 359.

SDI 360 Practicum II

1 Credit Hour

Prerequisite: SDI 340

This course is an in-depth clinical experience focusing on imaging studies, imaging protocols, and patient care. Clinical settings vary through the course of the specialty program.

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

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

SDI 366 Considerations for Ethics in Healthcare Practice**3 Credit Hours***Prerequisite: None*

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 371 Spirituality**3 Credit Hours***Prerequisite: None*

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

SDI 380 Specialty Imaging Capstone II**1 Credit Hour***Prerequisite: 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: 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***Prerequisites: SDI 340, SDI 360*

This course is an in-depth clinical experience focusing on imaging studies, imaging protocols, and patient care. Clinical settings vary through the course of the specialty program. This practicum is for CT, and Echocardiography students.

SDI 401 Practicum III 3 Credit Hours

Prerequisites: SDI 340, SDI 360

This course is an in-depth clinical experience focusing on imaging studies, imaging protocols, and patient care. Clinical settings vary through the course of the specialty program. This practicum is for IR and MRI students.

SDI 410 Practicum IV 3 Credit Hours

Prerequisites: SDI 340, SDI 360, SDI 401 or instructor permission for CT accelerated

This course is an in-depth clinical experience focusing on imaging studies, imaging protocols, and patient care. Clinical settings vary through the course of the specialty program.

SDI 430 Epidemiology 3 Credit Hours

Prerequisites: Pre/Corequisites: ASN—Pre/corequisites: NURS 206 Clinical Applications III; BSN-E& BSN-A—Pre/corequisites: NRSI 302 Adult Medical-Surgical I; RN to BSN—Pre/corequisites: none; BSDI—Pre/corequisites: none

This course focuses on communicable and reportable diseases in the United States. Principles of epidemiology, contact investigation, and outbreak control measures are discussed. Categories of diseases discussed include respiratory, enteric, blood-borne, and vector-borne. Basic epidemiologic calculations will be covered. Same as NRSI 430 and NRNC 430.

SDI 471 Advanced Studies in Human Oncology I 3 Credit Hours

Prerequisites(s): BIOL 205, BIOL 206 or instructor permission. BIOL 382 or SDI 304 recommended.

This course provides a general overview of human oncology and a detailed study of neoplasia. The processes involved in the development and classification of both benign and malignant tumors and site-specific information on malignant tumors are presented. This course is the same as NRSI 471 and NRNC 471.

SDI 472 Advanced Studies in Human Oncology II 3 Credit Hours

Prerequisite: SDI 471 or instructor permission

Course is an advanced study of cancers primarily affecting females, including breast cancers, gynecological cancers, and related metastatic disease. The epidemiology, etiology, detection, diagnosis, patient condition, treatment and prognosis will be presented, discussed and evaluated in relationship to histology, anatomical site and patterns of spread. The medical, biological and pathological aspects are all addressed in detail. Same as NRSI 472 and NRNC 472.

SDI 473 Advanced Studies in Human Oncology III 3 Credit Hours

Prerequisite: SDI 471 or instructor permission

Course is an advanced study of cancers affecting the gastrointestinal tract, GI accessory organs, genitourinary system, and related metastatic disease. Specific primary cancers addressed in this course include esophageal, stomach, intestinal, colorectal, prostate, liver, pancreas, and kidney. The epidemiology, etiology, detection, diagnosis, patient condition, treatment and prognosis will be presented, discussed and evaluated in relationship to histology, anatomical site and patterns of spread. The medical, biological and pathological aspects are all addressed in detail. This course is the same as NRSI 473 and NRNC 473.

SDI 474 Advanced Studies in Human Oncology IV 3 Credit Hours

Prerequisite: SDI 471 or instructor permission

Course is an advanced study of cancers affecting the respiratory system, central nervous system, skeletal system, and related metastatic disease. Additional information will be presented on

pediatric cancers and uncategorized soft tissue cancers. The epidemiology, etiology, detection, diagnosis, patient condition, treatment and prognosis will be presented, discussed and evaluated in relationship to histology, anatomical site and patterns of spread. The medical, biological and pathological aspects are all addressed in detail. Same as NRSI 474 and NRNC 474.

Bachelor of Science in Nursing (RN to BSN)

NRNC 235 Common Reader

1 Credit Hour

Prerequisite: None

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

NRNC 238 Common Reader

3 Credit Hours

Prerequisite: None

This course is designed to assist students in understanding the message conveyed by a common reader novel through reading the text, answering questions, and participating in discussions about topics associated with the text. This course includes a research component related to the text. This course is the same as SDI 238, HUMN 238, and NRSI 238.

NRNC 300 Nursing Informatics

2 Credit Hours

This course is designed to give the student insight and experience in the application of information science to nursing practice. Varying forms of technology are explored as resources for the enhancement of communication, clinical decision-making, professional role development, and knowledge discovery. Student will be enhancing their skill with various software applications and exploring current issues related to the use of technology in the care of patients.

NRNC 312 Health Assessment

2 Credit Hours

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

NRNC 318 Health Information Management, Ethics, and Medical Law

3 Credit Hours

Prerequisite or corequisite: Instructor permission

This course is intended to provide students with an understanding of health information management concepts, including: data management processes, documentation requirements, filing systems and primary/secondary data. This course will also introduce the student to medical law and ethical professional challenges in the management of health information including HIPAA, privacy and security, and code of ethics. This course is the same as MACC 318, SDI 318, and NRSI 318.

NRNC 325 Introduction to Conflict Management

3 Credit Hours

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

NRNC 328 Health Care Delivery Systems**2 Credit Hours***Prerequisite or corequisite: Instructor permission*

This course introduces the student to health care organizations, work systems, and the associated regulatory concerns. Topics include: governing bodies that regulate the health information management processes, licensure and regulatory agencies, and accreditation standards for the delivery of health care. Same as MACC 328, SDI 328, and NRSI 328.

NRNC 330 ABC's of PQRS**1 Credit Hour**

Prerequisites: Pre/Corequisites: ASN—Prerequisites: NURS 105 or equivalent; BSN-E—Prerequisites: NRSI 202 or equivalent; BSN-A—Prerequisites: NRSI 202 or equivalent; RN to BSN—Prerequisites: none; BSDI—prerequisites: none.

The student is introduced to the interpretation of normal and abnormal cardiac rhythms. Symptomatology and interventions will be reviewed briefly, but the major emphasis will be on differentiation of various rhythms. Practice with multiple samples is emphasized as the chief method of preparation. This course is the same as NRSI 330 and SDI 330.

NRNC 332 Advanced EKG**2 Credit Hours***Prerequisites: NRSI/NRNC/SDI 330 or instructor permission*

The student is introduced to the interpretation of 12 Lead EKG for acute coronary syndromes (ACS), bundle branch blocks, and ventricular hypertrophy. Symptomatology and interventions will be reviewed with an emphasis on EBP for the treatment of ACS. Practice with multiple samples of 12 lead EKGs and independent literature search is emphasized as the chief method of preparation. This course is the same as NRSI 332 and SDI 332.

NRNC 338 Healthcare Reimbursement and Insurance**2 Credit Hours***Prerequisite: Instructor permission*

Introduction to the basics of health insurance, medical insurance billing including Medicare,

Medicaid and private insurance companies, primary and secondary claims. Reimbursement methodologies including payment systems interface between business office and Health Information Management Systems (HIM) and optimizing reimbursement. Students will understand the components of the revenue cycle. This course is the same as NRSI 338.

NRNC 350 End of Life**3 Credit Hours***Prerequisite: Instructor permission*

This course provides theory in providing care for individuals and their families at end-of-life. The focus will be on adult care with adaptations throughout the life span. This course is the same as NRSI 350 and SDI 350.

NRNC 356 CAM (Complementary and Alternative Medicine)**3 Credit Hours**

Prerequisites (All Students): Basic Computer Competency, Access to high-speed internet (preferred), Microsoft Office applications 2003 or higher.

This course focuses on exploration of the current body of evidenced based knowledge related to complementary and alternative medical practices and defines their uses in particular medical situations. Available methods in which nurses may integrate complementary/alternative modalities (CAM) into clinical practice to treat physiological, psychological, and spiritual needs are examined. Additionally the historical background of alternative medicine and its political implications will be discussed. This course is the same as NRSI 356.

NRNC 357 Case Studies**3 Credit Hours**

Prerequisites (All students): Basic Computer Competency, Access to high-speed internet (preferred), Microsoft Office applications 2003 or higher; ASN—Pre/corequisites: NURS 100, 105, 106, 210 (prerequisite), NURS 206 (pre or corequisite); BSN-E—Pre/corequisites: NRSI 200, 202, 215, 206 (prerequisite), NRSI 302 (pre- or corequisite); BSN-A—Pre/corequisites: NRSI 215, 206, 208 (prerequisite), NRSI 302 (pre or corequisite); RN to BSN—Pre/corequisites: Admission to program.

This course provides the opportunity to apply medical-surgical concepts through the use of directed case studies. Application of concepts related to pathophysiology, pharmacology, and diagnostic studies for various disease processes will be emphasized. Development of priority based nursing care will be highlighted. This course is the same as NRSI 357.

NRNC 358 Cross-Cultural Healthcare (LEC & LAB courses)**3 Credit Hours**

Pre/Corequisites: If taking for Nursing Credit: NURS 105 or NRSI 202/208 and instructor approval; if taking in place of SOC 304 – instructor approval.

One hour of theory and two clinical laboratory hours.

This course encourages developing an understanding of diverse cultures by looking at culture and healthcare through classroom activity and through a supervised field experience within a country of focus. How the six phenomena of cultural diversity and issues of gender, religion, race and socioeconomic diversity influence health education and health promotion will be addressed. The field experience will expose students to health issues, needs, and services within the country of focus. Students may also prepare to present health education programs in country.

This course is the same as NRSI 358.

NRNC 359 The Healthy Provider**3 Credit Hours**

Pre/Corequisites: Pre/Corequisite courses: None

The Healthy Provider is designed to raise awareness and empower students to take personal responsibility for their overall fitness. By becoming aware of their current level of fitness, students are encouraged to become intentional and proactive in setting and attaining fitness goals. Through the study of fitness students learn strategies to maintain regular exercise, a healthy diet, and prevention of common injuries associated with the demands of nursing. The course explores unique challenges nurses face in attaining and maintaining health and fitness while caring for others. This course is the same as NRSI 359.

NRNC 366 Considerations for Ethics in Healthcare Practice**3 Credit Hours**

This course provides an examination of interprofessional competencies applied to ethical issues in healthcare practice. The importance of collaborative, interprofessional practice will be presented, discussed, and applied. Learners will investigate the principles of bioethics in the clinical setting and learn how to best apply and measure evidence-based ethical competencies to address critical issues in healthcare.

NRNC 371 Spirituality**3 Credit Hours**

Prerequisite: None

This course will explore the spiritual aspect of healthcare, primarily from a Judea-Christian perspective. Contemporary and evidence-based theoretical frameworks about delivery of spiritually competent care, including the foundations of spiritual care-giving and spiritual self-awareness on the part of the healthcare provider will be emphasized. Facilitating spiritual wellbeing through the practice of rituals will be discussed. Students will become familiar with the provider's role in the

client's quest for meaning and how the provider, through collaboration with other spiritual caregivers, can optimize wellbeing and expedite the healing process of clients in a variety of health settings. This course is the same as SDI 371 and NRSI 371.

NRNC 382 Pathophysiology

3 Credit Hours

Prerequisites: BIOL 205, 206

Physiological responses to disease, stress, and the environment are studied. Pathophysiological processes are analyzed in view of current research. This course is the same as BIOL 382.

NRNC 400 Theories and Research in Nursing

3 Credit Hours

Prerequisite: MATH 227

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

NRNC 402 Management and Leadership in Nursing (3 LEC & 1 LAB)

4 Credit Hours

This course requires 45 hours of clinical time.

This course provides a comprehensive introduction to nursing leadership and management. Principles and theories of leadership and management as they relate to the role of the professional nurse are addressed using a variety of online methodologies.

NRNC 404 Community and Public Health Nursing

3 Credit Hours

RN to BSN track ONLY.

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

NRNC 406 Trends, Issues, and Ethics in Nursing

3 Credit Hours

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

NRNC 412 Professional Role Transition

3 Credit Hours

MUST BE TAKEN DURING THE FINAL SEMESTER.

This course focuses on the synthesis of the nurse into the nursing profession, emphasizing nursing's body of knowledge, the legal and ethical responsibilities of nurses, and the issues they face. Collaboration with other health care providers to improve evidence-based outcomes of individuals, families and communities in a diverse society is emphasized. Student will create a portfolio that will document successful completion of individual goals and program outcomes.

NRNC 430 Epidemiology

3 Credit Hours

Prerequisites: Pre/Corequisites: ASN—Pre/corequisites: NURS 206 Clinical Applications III; BSN-E& BSN-A—Pre/corequisites: NRSI 302 Adult Medical-Surgical I; RN to BSN—Pre/corequisites: none; BSDI—Pre/corequisites: none

This course focuses on how disease is distributed in global populations and factors that determine this distribution. Principles of epidemiology, surveillance and investigation, outbreak control

measures, preventative measures, and epidemiologic studies are discussed. Epidemiology reasoning for public health and clinical practice related to existing and emerging diseases will be emphasized. This course is the same as SDI 430 and NRSI 430.

NRNC 471 Advanced Studies in Human Oncology I 3 Credit Hours

Prerequisites: BIOL 205, BIOL 206 or instructor permission. BIOL 382 or SDI 304 recommended.

This course provides a general overview of human oncology and a detailed study of neoplasia. The processes involved in the development and classification of both benign and malignant tumors and site-specific information on malignant tumors are presented. This course is the same as SDI 471 and NRSI 471.

NRNC 472 Advanced Studies in Human Oncology II 3 Credit Hours

Prerequisite: SDI 471 or instructor permission

Course is an advanced study of cancers primarily affecting females, including breast cancers, gynecological cancers, and related metastatic disease. The epidemiology, etiology, detection, diagnosis, patient condition, treatment and prognosis will be presented, discussed and evaluated in relationship to histology, anatomical site and patterns of spread. The medical, biological and pathological aspects are all addressed in detail. Same as SDI 472 and NRSI 472.

NRNC 473 Advanced Studies in Human Oncology III 3 Credit Hours

Prerequisite: SDI 471 or instructor permission

Course is an advanced study of cancers affecting the gastrointestinal tract, GI accessory organs, genitourinary system, and related metastatic disease. Specific primary cancers addressed in this course include esophageal, stomach, intestinal, colorectal, prostate, liver, pancreas, and kidney. The epidemiology, etiology, detection, diagnosis, patient condition, treatment and prognosis will be presented, discussed and evaluated in relationship to histology, anatomical site and patterns of spread. The medical, biological and pathological aspects are all addressed in detail. This course is the same as SDI 473 and NRSI 473.

NRNC 474 Advanced Studies in Human Oncology IV 3 Credit Hours

Prerequisite: SDI 471 or instructor permission

Course is an advanced study of cancers affecting the respiratory system, central nervous system, skeletal system, and related metastatic disease. Additional information will be presented on pediatric cancers and uncategorized soft tissue cancers. The epidemiology, etiology, detection, diagnosis, patient condition, treatment and prognosis will be presented, discussed and evaluated in relationship to histology, anatomical site and patterns of spread. The medical, biological and pathological aspects are all addressed in detail. Same as SDI 474 and NRSI 474.

Bachelor of Science in Nursing

(NRSI = BSNE; NRSC = BSNE Houston; NRSA = BSNA.)

NRSI 205 Critical Thinking 2 Credit Hours

This course aims to develop and strengthen the ability of the student to think critically and to communicate effectively. The student will understand the main requirements and benefits of critical thinking and the application of clinical judgement.

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

Three hours of theory and 45 clinical laboratory hours

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

NRSI/NRSC/NRSA 215 Pharmacological Basis of Nursing Practice 3 Credit Hours

This course is designed to provide students with the basic knowledge to safely administer drugs to clients of all ages. Content includes medication action, use, adverse effects, nursing implications and client education for drugs affecting the body systems and defense processes.

NRSI/NRSC/NRSA 206 Health Assessment (3 LEC & 0 LAB) 3 Credit Hours

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

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

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

This course focuses on evidence-based nursing concepts considering individuals, families, and community groups at any position on the health continuum. The nursing process will be utilized in applying mental health concepts in a variety of settings. Emphasis is placed on use of therapeutic communication and the social, political, and economic context of practice is considered.

NRSI/NRSC/NRSA 235 Common Reader 1 Credit Hour

Prerequisite: None

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

NRSI/NRSC/NRSA 238 Common Reader 3 Credit Hours

Prerequisite: None

This course is designed to assist students in understanding the message conveyed by a common reader novel through reading the text, answering questions, and participating in discussions about topics associated with the text. This course includes a research component related to the text. This course is the same as HUMN 238, NRNC 238 and SDI 238.

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

2.5 hours of theory each week and 68 hours of laboratory hours.

The medical surgical nursing courses focus on the holistic nursing care of adults from multicultural backgrounds along the wellness-illness continuum, with an emphasis on integration of pathophysiology and psychosocial dynamics with complex illnesses and human response patterns in the acute care setting. Use of critical thinking, decision-making, and research will be incorporated into teaching, caring, and collaborative role of the nurse. This course covers basic concepts of nursing including physiological and psychological adaptation, ingestion, digestion, absorption and elimination, integumentary, pre-op, end of life, infection control, complementary and alternative therapies, and basic lab interpretation. Basic medication administration in a clinical setting begins in this course.

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/NRSA 303 Professional Nursing Concepts 3 Credit Hours
This course provides an overview of relevant issues in professional nursing facilitating socialization into professional practice through exploration of historical, legal, ethical, economic, political, and social trends and issues in nursing & health care.

NRSI/NRSC/NRSA 304 Care of Childbearing Families (3 LEC & 2 0 LAB) 3 Credit Hours
Two hours of theory each week and 45 clinical hours
This course will focus on the development of competencies for the delivery of family-centered nursing care. The course will emphasize the nurse's role in the application of nursing process utilizing critical thinking and problem solving while managing care for families with diverse health care needs and working collaboratively with other health professionals to promote health. Consideration of standards of nursing care, scope of practice, and the application of research and evidence-based nursing practice as applied to the childbearing family are examined.

NRSI/NRSC/NRSA 305 Care of Childrearing Families (3 LEC & 2 0 LAB) 3 Credit Hours
Two hours of theory each week and 45 clinical laboratory hours.
This course will focus on the development of competencies for the nursing management of children experiencing potential and actual alterations in health. An emphasis will be placed on the nurse's role in health assessment and health promotion. Normal functioning and patterns of alteration for children within the context of the family are covered. The course will emphasize the nurse's role in the application of nursing process utilizing critical thinking and problem solving while managing care of children and their families and working collaboratively with other health professionals to promote health. Sociocultural, economic, political, and ethical factors that impact health promotion, disease prevention and risk reduction for the childrearing family are examined. The applications of research and evidence-based nursing practice as applied to the childrearing family are examined.

NRSI/NRSC/NRSA 309 Fundamentals of Gerontology 2 Credit Hours
This course examines the physical, psychological, sociocultural, and spiritual aspects of aging. The health of the older adult is studied with emphasis on communication, health promotion, illness prevention, and therapeutic interventions that impact the health and wellness of the older adult.

NRSI/NRSC/NRSA 310 Adult Medical Surgical Nursing II (8 LEC & 0 LAB) 8 Credit Hours
(Old curriculum)
Four hours of theory each week and 180 clinical laboratory hours.
A continuation of Adult Medical Surgical Nursing I, this course will expand the development of the role of the professional nurse as a health teacher and advocate along with expanding critical thinking and decision-making skills.

NRSI/NRSC/NRSA 318 Health Information Management, Ethics, and Medical Law 3 Credit Hours

Prerequisite or corequisite: Instructor permission

This course is intended to provide students with an understanding of health information management concepts, including: data management processes, documentation requirements, filing systems and primary/secondary data. This course will also introduce the student to medical law and ethical professional challenges in the management of health information including HIPAA, privacy and security, and code of ethics. This course is the same as MACC 318, SDI 318, and NRNC 318.

NRSI/NRSC/NRSA 321 Camp Nursing: Caring for Champions 3 Credit Hours

Pre/Corequisites: ASN—Prerequisites: NURS 100, NURS 105, NURS 106, NURS 210, NURS 206 current AHA Healthcare Provider or equivalent certification, and proof of dosage calculation competency and instructor approval.

The student will work in collaboration with faculty and other health care team members to provide care for children with special needs in a Christian-based camp environment. Students will incorporate a variety of nursing skills including: obtaining health histories, preparing medication administration records, administration of medications, health assessments, vital signs, gastrostomy tube feedings, urinary catheterizations, blood glucose monitoring, nebulizer treatments, first aid and lots and lots of Band-Aids. Students may incur additional costs in this course – please discuss with advisor. This course is the same as NURS 321; nursing elective.

NRSI/NRNC 322 Introduction to Conflict Management 3 Credit Hours

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

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

Four hours of theory each week and 135 laboratory hours

The medical surgical nursing courses focus on the holistic nursing care of adults from multicultural backgrounds along the wellness-illness continuum, with an emphasis on integration of pathophysiology and psychosocial dynamics with complex illnesses and human response patterns in the acute care setting. Use of critical thinking, decision-making and research will be incorporated

into teaching, caring, and collaborative role of the nurse. This course covers basic concepts of fluid and electrolytes, basic respiratory disorders, basic cardiac disorders, visual and auditory problems, acid base balance, oxygenation, perfusion, gastrointestinal, renal, musculoskeletal, reproductive disorders, and introduction in blood administration and IV medications.

NRSI/NRSC/NRSA 328 Health Care Delivery Systems 2 Credit Hours

Prerequisite or corequisite: Instructor permission

This course introduces the student to health care organizations, work systems, and the associated regulatory concerns. Topics include: governing bodies that regulate the health information management processes, licensure and regulatory agencies, and accreditation standards for the delivery of health care. Same as MACC 328, SDI 328, and NRNC 328.

NRSI/NRSC/NRSA 330 ABC's of PQRST 1 Credit Hour

Pre/Corequisites: ASN—Prerequisites: NURS 105 or equivalent; BSN-E—Prerequisites: NRSI 202 or equivalent; BSN-A—Prerequisites: NRSI 202 or equivalent; RN to BSN—Prerequisites: none.

The student is introduced to the interpretation of normal and abnormal cardiac rhythms. Symptomatology and interventions will be reviewed briefly, but the major emphasis will be on differentiation of various rhythms. Practice with multiple samples is emphasized as the chief method of preparation. This course is the same as SDI 330 and NRNC 330; nursing elective.

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

The medical surgical nursing courses focus on the holistic nursing care of adults from multicultural backgrounds along the wellness-illness continuum, with an emphasis on integration of pathophysiology and psychosocial dynamics with complex illnesses and human response patterns in the acute care setting. Use of critical thinking, decision-making, and research will be incorporated into teaching, caring, and collaborative role of the nurse. This course covers more advanced concepts of neurological issues, hematologic problems and cancer, oxygenation, perfusion, renal, musculoskeletal, critical care, and emergency management. More advanced IV skills, chest tubes, and EKG interpretation and calculations are mastered.

NRSI/NRSC/NRSA 338 Healthcare Reimbursement and Insurance 2 Credit Hours

Prerequisite: Instructor permission

Introduction to the basics of health insurance, medical insurance billing including Medicare, Medicaid and private insurance companies, primary and secondary claims. Reimbursement methodologies including payment systems interface between business office and Health Information Management Systems (HIM) and optimizing reimbursement. Students will understand the components of the revenue cycle. This course is the same as SDI 338, and NRNC 338.

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

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

NRSI/NRSC/NRSA 350 End of Life 3 Credit Hours

Prerequisite: Instructor permission

This course provides theory in providing care for individuals and their families at end-of-life. The focus will be on adult care with adaptations throughout the life span. This course is the same as SDI 350 and NRNC 350; nursing elective.

NRSI/NRSC/NRSA 356 Complementary and Alternative Medicine 3 Credit Hours

Prerequisites (All Students): Basic Computer Competency, Access to high-speed internet (preferred), Microsoft Office applications 2003 or higher.

This course focuses on exploration of the current body of evidenced based knowledge related to complementary and alternative medical practices and defines their uses in particular medical situations. Available methods in which nurses may integrate complementary/alternative modalities (CAM) into clinical practice to treat physiological, psychological, and spiritual needs are examined. Additionally the historical background of alternative medicine and its political implications will be discussed. This course is the same as NRNC 356; nursing elective.

NRSI/NRSC/NRSA 357 Case Studies 3 Credit Hours

Prerequisites (All students): Basic Computer Competency, Access to high-speed internet (preferred), Microsoft Office applications 2003 or higher; ASN—Pre/corequisites: NURS 100, 105, 106, 210

(prerequisite), NURS 206 (pre or corequisite); **BSN-E**—Pre/corequisites: NRSI 200, 202, 215, 206 (prerequisite), NRSI 302 (pre- or corequisite); **BSN-A**—Pre/corequisites: NRSI 215, 206, 208 (prerequisite), NRSI 302 (pre or corequisite); **RN to BSN**—Pre/corequisites: Admission to program.

This course provides the opportunity to apply medical-surgical concepts through the use of directed case studies. Application of concepts related to pathophysiology, pharmacology, and diagnostic studies for various disease processes will be emphasized. Development of priority based nursing care will be highlighted. This course is the same as NRNC 357; nursing elective.

NRSI/NRSC/NRSA 358 Cross-Cultural Healthcare (3 LEC & 0 LAB) 3 Credit Hours

Pre/Corequisites: If taking for Nursing Credit: NURS 105 or NRSI 202/208 and instructor approval; if taking in place of SOC 304 – instructor approval.

One hour of theory and two clinical laboratory hours.

This course encourages developing an understanding of diverse cultures by looking at culture and healthcare through classroom activity and through a supervised field experience within a country of focus. How the six phenomena of cultural diversity and issues of gender, religion, race and socioeconomic diversity influence health education and health promotion will be addressed. The field experience will expose students to health issues, needs, and services within the country of focus. Students may also prepare to present health education programs in country.

This course is the same as NRNC 358; nursing elective.

NRSI/NRSC/NRSA 359 The Healthy Provider 3 Credit Hours

Pre/Corequisites: Pre/Corequisite courses: None

The Healthy Provider is designed to raise awareness and empower students to take personal responsibility for their overall health and wellness. By becoming aware of their current level of wellness, students are encouraged to become intentional and proactive in setting and attaining wellness goals. Throughout this course students will learn strategies to maintain regular exercise, a healthy diet, and prevention of common hazards associated with the demands of health care. The course explores unique challenges providers face in attaining and maintaining health while caring for others.

NRSI/NRSC/NRSA 371 Spirituality 3 Credit Hours

Prerequisite: None

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

NRSI/NRSC/NRSA 400 Theories and Research in Nursing 3 Credit Hours

Prerequisite: MATH 227

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

NRSI/NRSC/NRSA 402 Management and Leadership in Nursing (2 LEC & 1 LAB) 3 Credit Hours
Two hours of theory and one clinical laboratory hours. This course provides a comprehensive introduction to nursing leadership and management. Principles and theories of leadership and management as they relate to the role of the professional nurse are addressed using a variety of online methodologies.

NRSI/NRSC/NRSA 404 Community and Public Health Nursing (3 LEC & 0 LAB) 3 Credit Hours
Four hours of theory and two clinical hours. BSN-E or BSN-A.
This course focuses on providing population-focused nursing care. Concepts of community health nursing practice are applied using a variety of online methodologies. Health promotion and disease prevention concepts are integrated into community-oriented practice using the community-as-partner model.

NRSI/NRSC/NRSA 404 Community and Public Health Nursing (3 LEC & 0 LAB) 3 Credit Hours
Two hours of theory and one clinical hour. BSN-E or BSN-A.
This course focuses on providing population-focused nursing care. Concepts of community health nursing practice are applied using a variety of online methodologies. Health promotion and disease prevention concepts are integrated into community-oriented practice using the community-as-partner model.

NRSI/NRSC/NRSA 406 Trends, Issues, and Ethics in Nursing 3 Credit Hours
This course provides an overview of relevant issues in professional nursing. Historical, legal, ethical, economic, political, and social trends and issues are discussed and related to the role of the nurse. Issues such as violence against nurses, the nursing shortage, mandatory overtime and other current issues will be explored.

NRSI/NRSC/NRSA 410 Nursing Capstone Course (7 HYB & 0 LAB) 7 Credit Hours
This course is taken by BSN-E and BSN-A students and must be taken during the FINAL semester.
One hour of theory each week and 225 clinical laboratory hours.
This course provides students the opportunity to demonstrate competencies consistent with program outcomes. Students collaborate with faculty and a preceptor in choosing a care setting, planning and organizing a learning experience, and practicing professional nursing in a safe and effective manner.

NRSI/NRSC/NRSA 430 Epidemiology 3 Credit Hours
Prerequisite: Pre/Corequisites: ASN—Pre/corequisites: NURS 206 Clinical Applications III; BSN-E& BSN-A—Pre/corequisites: NRSI 302 Adult Medical-Surgical I; RN to BSN—Pre/corequisites: none; BSDI—Pre/corequisites: none
This course focuses on communicable and reportable diseases in the United States. Principles of epidemiology, contact investigation, and outbreak control measures are discussed. Categories of diseases discussed include respiratory, enteric, blood-borne, and vector-borne. Basic epidemiologic calculations will be covered. This course is the same as SDI 430 and NRNC 430; nursing elective.

NRSI/NRSC/NRSA 471 Advanced Studies in Human Oncology I 3 Credit Hours
Prerequisites(s): BIOL 205, BIOL 206 or instructor permission. BIOL 382 or SDI 304 recommended.
This course provides a general overview of human oncology and a detailed study of neoplasia. The processes involved in the development and classification of both benign and malignant tumors and site-specific information on malignant tumors are presented. This course is the same as SDI 471 and NRNC 471.

NRSI/NRSC/NRSA 472 Advanced Studies in Human Oncology II 3 Credit Hours

Prerequisite: SDI 471 or instructor permission

Course is an advanced study of cancers primarily affecting females, including breast cancers, gynecological cancers, and related metastatic disease. The epidemiology, etiology, detection, diagnosis, patient condition, treatment and prognosis will be presented, discussed and evaluated in relationship to histology, anatomical site and patterns of spread. The medical, biological and pathological aspects are all addressed in detail. This course is the same as SDI 472 and NRNC 472.

NRSI/NRSC/NRSA 473 Advanced Studies in Human Oncology III 3 Credit Hours

Prerequisite: SDI 471 or instructor permission

Course is an advanced study of cancers affecting the gastrointestinal tract, GI accessory organs, genitourinary system, and related metastatic disease. Specific primary cancers addressed in this course include esophageal, stomach, intestinal, colorectal, prostate, liver, pancreas, and kidney. The epidemiology, etiology, detection, diagnosis, patient condition, treatment and prognosis will be presented, discussed and evaluated in relationship to histology, anatomical site and patterns of spread. The medical, biological and pathological aspects are all addressed in detail. This course is the same as SDI 473 and NRNC 473.

NRSI/NRSC/NRSA 474 Advanced Studies in Human Oncology IV 3 Credit Hours

Prerequisite: SDI 471 or instructor permission

Course is an advanced study of cancers affecting the respiratory system, central nervous system, skeletal system, and related metastatic disease. Additional information will be presented on pediatric cancers and uncategorized soft tissue cancers. The epidemiology, etiology, detection, diagnosis, patient condition, treatment and prognosis will be presented, discussed and evaluated in relationship to histology, anatomical site and patterns of spread. The medical, biological and pathological aspects are all addressed in detail. This course is the same as SDI 474 and NRNC 474.

NRSI/NRSC/NRSA 491 Nursing Externship 3 Credit Hours

*Prerequisite/corequisite: By permission of Cox College selection team only, two faculty letters of recommendation (one must be clinical faculty), good academic standing, and interview with Human Resources representative at CoxHealth. **BSN-E**-completed NRSI 302 prior to beginning externship. **BSN-A**-completed NRSI 302 prior to beginning externship.*

This is a clinical course designed to facilitate further development of the professional nursing role and to ease role transition upon graduation. Several curricular themes are emphasized including, decision-making, communication, therapeutic intervention, life span development, discovers, and role development. This is an elective course and may be repeated.

COURSE DESCRIPTIONS— INTERPROFESSIONAL GRADUATE STUDIES

MASTER OF SCIENCE IN NURSING

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

Prerequisite: Undergraduate Leadership or equivalent

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

MSN 504 Advanced Physiology and Pathophysiology 3 Credit Hours

Prerequisite: Undergraduate Pathophysiology or equivalent

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

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

Prerequisites: Undergraduate Ethics or equivalent

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

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

Prerequisite: Current RN-BSN or Admission to MSN Program

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

MSN 510 Advanced Pharmacology 3 Credit Hours

Prerequisite: Undergraduate Pharmacology or equivalent

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

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

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

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

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

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

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

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

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

MSN 604 Educational Theory and Practice**3 Credit Hours***Prerequisite: Admission to graduate program*

Nurse Educator Track. In this course, the student will explore and analyze educational theories and philosophical foundations of education, instructional models and their application to nursing education. The student will apply theories of curriculum design and learning, and evaluate teaching and learning styles for a variety of students. This course provides the foundation for subsequent Nurse Educator practicum courses.

MSN 608 Instructional Strategies and Technologies**3 Credit Hours***Prerequisite: admission to graduate program*

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

Prerequisites: 502, 504, 506, 510, 512, 608

This course is designed to provide the master's prepared nurse educator with an understanding of a variety of teaching strategies and evaluative approaches designed to promote a productive and effective learning environment. In preparation for the 120-clinical hour practicum, students will establish nursing education practicum goals and objectives will be met in the classroom and clinical environment. The student may choose from a variety of opportunities in clinical settings with patients or staff nurses or with nurse educators in clinical, academic, and settings appropriate for service learning. Students will collaborate with faculty, administrators, and support service personnel in the institutions of their choice.

MSN 616 Nurse Educator Practicum II 6 Credit Hours

Prerequisites: 502, 504, 506, 510, 512, 608, 615

This course is designed to provide the master's prepared nurse educator with advanced understanding of concepts in nursing education. In preparation for the 240-clinical hour practicum, students will establish nursing education practicum goals and objectives to be met in the classroom and clinical environment. This course will assist the graduate to develop refined evaluation and analytical skills, connect theory and practice, and 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

Prerequisites: 504, 510, 512, 513

Corequisite: 621

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

**MSN 621 Health Promotion/Prevention in Primary Care: Adult through Aging
Practicum 3 Credit Hours**

Prerequisites: 504, 510, 512, 513

Corequisite: 620

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

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

Prerequisites: 504, 510, 512, 513, 620, 621

Corequisite: 623

In this didactic course, the Family Nurse Practitioner student will develop knowledge necessary to care for women, including pregnancy, in a primary care setting. Course content includes promotion and maintenance of overall health, as well as the assessment, diagnosis, and management of common

acute and chronic diseases. The course will emphasize evidence-based practice with a comprehensive, holistic approach.

**MSN 623 Health Promotion/Prevention in Primary Care: Women's Health/
Reproduction Practicum**

1 Credit Hour

Prerequisites: 504, 510, 512, 513, 620, 621

Corequisite: 622

Building upon the concepts of previous Family Nurse Practitioner courses, this 60-hour clinical practicum is designed for the student to apply knowledge gained throughout MSN 622 Health Promotion/Prevention in Primary Care: Women's Health Reproduction in a primary care setting. This clinical practicum will be with an approved preceptor(s).

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

3 Credit Hours

Prerequisites: 504, 510, 512, 513, 620, 621

Corequisite: 625

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

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

2 Credit Hours

Prerequisites: 504, 510, 512, 513, 620, 621

Corequisite: 624

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

MSN 626 Role of the Advance Practice Role II

1 Credit Hour

Prerequisites: 504, 508, 510, 512, 513, 620, 621, 622, 623, 624, 625

Corequisite: 628

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

MSN 628 Advanced Practice Practicum & Research

4 Credit Hours

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

Corequisite: 626

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

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

MSN 640 Family & Child Dynamics

3 Credit Hours

Prerequisites: 504, 510, 512, 513

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

MSN 642 Advanced Psychopharmacology

2 Credit Hours

Prerequisites: 504, 510, 512, 513, 640

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

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

4 Credit Hours

Prerequisites: 504, 510, 512, 513, 640

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

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

6 Credit Hours

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

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

MSN 649 PMHNP Practice Practicum

4 Credit Hours

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

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

NUTRITION DIAGNOSTICS

MND 502 Nutrition Counseling and Education Methods

3 Credit Hours

Prerequisite: BS in dietetics or equivalent

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

MND 521 Critical Thinking in Nutrition

3 Credit Hours

Prerequisite: BS in dietetics or equivalent

The course is designed to assist the student in development of a skeptical, open mind, and serious analytical thinking to identify, analyze, and evaluate evidence and problems. Skillful use of critical reading and writing as a mode of thinking assist the student in development of the ability to present information in an orderly and coherent way. Through the deliberate and disciplined process of critical thinking, the student is able to analyze and evaluate the strength of evidence in the nutrition discipline. The process assists students to gradually increase their expertise in clinical reasoning as reliable professionals ensuring quality client care. The course will utilize the elements of thought and the universal intellectual standards to critically think through the complex problems and issues in nutrition and patient care.

MND 522 ND Dietetic Internship

0 Credit Hour

This course is designed to provide additional experiences for students who do not meet expectations/competencies during scheduled program SP courses.

MND 524 Concepts in Pharmacology and Pathophysiology

3 Credit Hours

Prerequisite: BS in dietetics or equivalent

Explores the nature, cause, and treatment of disease including the etiology, signs, symptoms, medical terminology, diagnostic evaluation, and pharmacological management. Basic pathogenesis of human disease will be reviewed. Designed for the dietetic student to provide a foundation for clinical practice and future didactic courses.

MND 526 DI Supervised Practice I

0 Credit Hours

Prerequisite: BS in dietetics or equivalent

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 nutrition services are provided. These rotations are designed to meet the ACEND competencies for entry-level practice.

MND 527 DI Supervised Practice II

0 Credit Hours

Prerequisite: MND 526

A practicum/supervised practice experience that includes involves understanding and applying

research concepts foundational to dietetic practice.. Experiences primarily consist of case application, but may also 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. Approximately 80 hours of supervised practice are associated with this course.

MND 528 DI Supervised Practice III

0 Credit Hours

Prerequisite: MND 527

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 nutrition services are provided. These rotations are designed to meet the ACEND competencies for entry-level practice.

MND 529 DI Supervised Practice IV

0 Credit Hours

Prerequisite: MND 528

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 nutrition services are provided. These rotations are designed to meet the ACEND competencies for entry-level practice.

MND 531 Supervised Practice I

2 Credit Hours

Prerequisite: BS in dietetics or equivalent

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 nutrition services are provided. These rotations are designed to meet the ACEND competencies for entry-level practice.

MND 535 Nutrition Diagnostics & Assessment 1

3 Credit Hours

Prerequisite: BS in dietetics or equivalent

Introduction to nutrition diagnosing and assessment using Kight's Nutrition Care Process. Discussion, case studies, literature review and small group work form the basis for providing the foundation in using diagnostic codes to write diagnostic statements and consider intervention strategies. Nutrition assessment will be studied in the context of the NCP, with focus on the five axes of evidence. The states of protein calorie malnutrition, stress, and inflammation will be investigated in the context of specific pathological conditions.

MND 541 Nutrition Diagnostics & Assessment 2

3 Credit Hours

Prerequisites: MND 535 & MND 531 or DI supervised practice

This course is designed to facilitate the application of Kight's nutrition care process in a variety of

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

MND 551 Nutrition and Health Enhancement

3 Credit Hours

Prerequisites: BS in dietetics or equivalent

An in-depth look at the role of nutrition in the enhancement of wellness and management of chronic disease. Normal human physiology and pathophysiology will be reviewed to better understand the relationship between health and disease. Established and contemporary nutrition therapies will be explored and evaluated to create nutrition therapy plans in a variety of patient scenarios.

MND 556 Supervised Practice II

2 Credit Hours

Prerequisite: MND 531

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 nutrition services are provided. These rotations are designed to meet the ACEND competencies for entry-level practice.

MND 557 Independent Practice

1 Credit Hour

Prerequisite: MND 556

With preceptor guidance, the student assumes the role of the clinical RD in providing clinical nutrition care of patients, utilizing the 9-step Nutrition Care Process. Experiences take place in hospitals, clinics, and other practice settings in which medical nutrition services are provided. As the student progresses to the latter part of the course, the student should be able to perform duties of the clinical RD independently, with minimal direction and assistance from the preceptor.

MND 560 Supervised practice III

2 Credit Hours

Prerequisite: MND 557

A practicum/supervised practice experience designed for graduate level students. Opportunities to utilize foundational and advanced nutrition assessment skills, including the nutrition-focused physical exam, Kight's Nutrition Care Process, nutrikinetic and nutridynamic modeling are provided. Experiences may take place in the hospital, clinics, simulation, or in the community setting. This course requires availability during a designated weekday(s) and occasional nights and weekends.

MND 571 Supervised Practice IV

2 Credit Hours

Prerequisite: MND 560

A practicum/supervised practice experience designed for graduate level students. Opportunities to utilize foundational and advanced nutrition assessment skills, including the nutrition-focused physical exam, Kight's Nutrition Care Process, nutrikinetic and nutridynamic modeling are provided. Experiences may take place in the hospital, clinics, simulation, or in the community setting. This course requires availability during a designated weekday(s) and occasional nights and weekends.

MND 581 Integrative Approaches in Nutrition 3 Credit Hours

Prerequisite: BS in Dietetics or Equivalent

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

MND 600 Research Methods in Nutrition 3 Credit Hours

Prerequisite: MND 541

Explores foundational research principles relevant to the nutrition professional. Types of research, research design, methods of data collection, basic statistical concepts, critical analysis, bias, significance, and unique problems in nutrition research are explored. Nutrition literature is utilized and critically evaluated to reinforce concepts

MND 611 Application of Clinical Reasoning to Diagnose Nutrient Imbalances 3 Credit Hours

Prerequisite: MND 541

This course is designed to increase competency and proficiency in nutrition diagnosing/ clinical problem-solving skills. The course takes an advanced look at nutrition imbalances, considering short and long latency nutrition disease through Kight's advanced level practice Nine-Step Nutrition Care Process. Clinical reasoning theory and approaches will be investigated, along with interview and history taking techniques. Advanced casework will be used to work through the NCP with emphasis on diagnosing macronutrient and micronutrient imbalances.

MND 640 Advanced Nutrition Assessment in Chronic Disease I 3 Credit Hours

Prerequisite: MND 541 or approval of instructor

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

MND 650 Advanced Nutrition Assessment in Chronic Disease II 3 Credit Hours

Prerequisite: MND 640 or approval of instructor

An in-depth look at nutrition assessment in a variety of additional patient conditions not previously investigated. Advanced examination of the 5 axes of evidence will be used to help formulate diagnostic statements, and targeted individualized goals and interventions. The role of inflammation in the development and progression of malnutrition will be investigated in the context of a variety of chronic conditions.

MND 665 Evidence-Based Practice in Nutrition 3 Credit Hours

Prerequisite: MND 600

Utilizes foundational research principles to assess and synthesize nutrition research to make evidence-based clinical decisions. A variety of topics and case scenarios are utilized to demonstrate the use of current best evidence to form individualized approaches to patient care. Point of Care resources and clinical practice guidelines will be reviewed and utilized to promote quick, evidence-based decisions needed in clinical settings. Dissemination of findings from class projects may be required, including oral and poster presentations.

MASTER OF SCIENCE IN OCCUPATIONAL THERAPY

FALL 1

MSOT 502 Applied Anatomy & Kinesiology (Lab course)

4 Credit Hours

Prerequisite: Acceptance to the MSOT program. Human Anatomy & Physiology (undergraduate, 8 credits)

This course covers anatomical structures and movement related to occupational performance, specifically person factors. Content will review and expand upon knowledge from undergraduate Anatomy & Physiology prerequisite courses and will add components of motor analysis and motor learning. Content will include but not be limited to anatomy review and use of virtual software, anatomical models, and movement analysis of video cases.

This course focuses on gaining a direct clinician level understanding of human anatomical structure, normal physiologic function, and biomechanical properties of movement. Emphasis is on identification of normal, adaptive, and pathologic structure and function and how it relates to performance of activities. Hands on skills covering palpation of structures, assessment of function, and appreciating the underlying biomechanical principals of movement are emphasized. This course is primarily part of the *KNOWING* thread of the MSOT curriculum. This course is a required course in the MSOT curriculum to be eligible for graduation.

MSOT 510 Professional and Therapeutic Use of Self

3 Credit Hours

Prerequisite: Acceptance to the MSOT program.

This course facilitates the development of reflection, empathy, and use of self as a therapeutic agent when relating to clients, groups, and other professionals. MSOT 510 also introduces beginning competencies: layering skill performance with professional behavior and professional relationships. Content will include, but not be limited to, learning style analysis, self-reflection work, skill lab participation, hands-on community involved learning, and professional presentations. This course is primarily part of the *DOING* thread of the MSOT curriculum. This course is a required course in the MSOT curriculum to be eligible for graduation.

MSOT 515 Pathophysiology and Occupational Performance

3 Credit Hours

Prerequisite: Acceptance to the MSOT program.

This course examines the impact of human pathologies (both acute and chronic) on occupational performance. Content will include but not be limited to pathological dysfunction of body structures and functions as well as behavioral/neurological issues that affect occupational performance across the life span. The International Classification for Functioning (World Health Organization), Person-Environment-Occupational-Performance Model of Practice, and the Occupational Therapy Practice Framework create a foundation for exploring how pathology impacts physical dysfunction and occupational engagement. This course is primarily part of the *KNOWING* thread of the MSOT curriculum. This course is a required course in the MSOT curriculum to be eligible for graduation.

MSOT 520 Occupational Therapy Foundations and Activity Analysis (Lab course) **3 Credit Hours**

Prerequisite: Acceptance to the MSOT program.

This course introduces the students to the foundations of the occupational therapy profession. The theories that underlie the practice of occupational therapy are explored, including models of practice in occupational therapy and frames of reference utilized to guide client-centered occupational therapy practice. Content will include history of occupational therapy practice and theory as well as the core concepts of occupational science as the basis for practice. Specific emphasis is given to

PEOP, EOHP and PEO Models of Practice providing a framework for addressing the occupational needs of the local and global communities. The course also provides opportunities to begin to develop clinical reasoning skills, activity analysis skills and observation skills. This course is primarily part of the *DOING* thread of the MSOT curriculum. This course is a required course in the MSOT curriculum to be eligible for graduation.

MSOT 525 Development and Human Occupations

3 Credit Hours

Prerequisite: Acceptance to the MSOT program.

This course addresses the development and scaffolding of human occupational performance across the life span. It includes developmental milestone review, relationship of environment and context to occupational performance and impact of growth and aging on occupational choice. Review of the prerequisite child/development/life-span psychology concepts relative to the development of children, adolescents, adults, and elders will be related to environments and cultures. Content will include, but not be limited to developmental milestone review, arena observations, and multicultural assessment of occupational choices. This course is primarily part of the *KNOWING* thread of the MSOT curriculum. This course is a required course in the MSOT curriculum to be eligible for graduation.

SPRING 1

MSOT 535 The Occupational Therapy Process

2 Credit Hours

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

Corequisites: MSOT 540, MSOT 545, MSOT 570, MSOT 555, MSOT 560.

This course is designed to facilitate a thorough understanding of the details in the occupational therapy process including assessment and intervention to achieve desired outcomes and promote health. The dynamic processes within occupational therapy are explored. Topics addressed include improving observation skills and developing clinical reasoning ability. Skilled documentation of occupational therapy services is introduced and refined throughout the semester. This course is primarily part of the *DOING* thread of the MSOT curriculum. This course is a required course in the MSOT curriculum to be eligible for graduation.

MSOT 540 Applied Neuroscience

3 Credit Hours

Prerequisites: MSOT 502, MSOT 515, MSOT 525.

Corequisites: MSOT 535, MSOT 545.

This course provides an understanding of neuroscience particularly related to the correlation between the brain, motor performance, and behavior. Students will review structural neuroanatomy and explore theories regarding brain plasticity, motor learning, neurochemical aspects of stress and emotion, and neuro-learning. Lab experiences are designed to support an understanding of the role of structures in sensory input and processing, health maintenance, and occupational performance. This course is primarily part of the *KNOWING* thread of the MSOT curriculum. This course is a required course in the MSOT curriculum to be eligible for graduation.

MSOT 545 Assessment, Evidence & Intervention I (AEI-1) (Lab Course)

4 Credit Hours

Pre-Requisites: Courses as listed as prerequisites to program acceptance. MSOT 525, MSOT 515, MSOT 520, MSOT 510.

Corequisites: MSOT 540, MSOT 555

This course investigates and explicates reasoning for assessment and intervention to address clients' mental health, self-regulation, and self-efficacy. It explores the use of individual and group

interventions to support mental health, sensory regulation, and adaptive behaviors for performance within community and health care settings. Current evidence regarding behavioral demands across the life span in various cultures and society are analyzed. Didactic and practical experiences are included. This course is primarily part of the *DOING* thread of the MSOT curriculum. This course is a required course in the MSOT curriculum to be eligible for graduation.

MSOT 530 Fieldwork I-A

1 Credit Hour

Focused on social, sensory, and psychological person factors which affect occupational performance. The first level I experience must be related to an area of mental health. The student may participate in screening, evaluation, and intervention with clients in various stages of mental illness. Students may have opportunities to lead or co-lead an intervention group during this experience.

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

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

Corequisites: MSOT 540, MSOT 555, MSOT 560, MSOT 535, MSOT 545.

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

MSOT 555 Research Design and Evidence in Occupational Therapy

3 Credit Hours

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

Corequisites: MSOT 540, MSOT 535, MSOT 560, MSOT 570, MSOT 545.

This course creates a foundation in research knowledge and application within the realm of occupational therapy. Research design, levels of evidence, statistical analysis, and the process of developing research questions will be explored. Students will examine the importance of research in evidence based practice and begin to gain discernment regarding the validity and reliability of scholarly articles. Intervention proposals based on student generated research questions will be examined. This course is primarily part of the *ADVANCING* thread of the MSOT curriculum. This course is a required course in the MSOT curriculum to be eligible for graduation.

MSOT 560 Group Process in Occupational Therapy

1 Credit Hour

Prerequisites: MSOT 502, MSOT 515, MSOT 520, MSOT 525, MSOT 510.

Corequisites: MSOT 535, MSOT 570, MSOT 540, MSOT 555, MSOT 545.

This course integrates theories of group dynamics with the implementation of functional activity-based groups. Student-designed activities will be peer reviewed and analyzed with group and Occupational Therapy theoretical principles. This course is primarily part of the *DOING* thread of the MSOT curriculum. This course is a required course in the MSOT curriculum to be eligible for graduation.

FALL 2

MSOT 550 Vision, Perception & Cognition

3 Credit Hours

Prerequisites: Fall 1 courses: MSOT 502, MSOT 510, MSOT 515, MSOT 520, and MSOT 525.

Spring 1 courses: MSOT 535, MSOT 540, MSOT 545, MSOT 570, MSOT 555, MSOT 560.

Corequisites: MSOT 575, MSOT 580, MSOT 605, MSOT 565.

This course addresses cognition, perception and visual impairments; their impact on function; and principles of related occupational therapy assessments and intervention strategies across the life span and in a variety of settings. This course is primarily part of the *KNOWING* thread of the MSOT curriculum. This course is a required course in the MSOT curriculum to be eligible for graduation.

MSOT 575 Health Care Administration & Management (Hybrid)

3 Credit Hours

Prerequisite: Successful completion of all coursework in first year of curriculum. This course requires successful completion of Level I-A Fieldwork.

Corequisites: MSOT 580, MSOT 605, MSOT 565

This course is designed to promote student understanding of the current health care environment, the organizational structure of various health care models and the financial aspects of health care systems, reimbursement, and the role of occupational therapists as service providers. Potential changes in the healthcare environment will be explored as well as the changing practice environments of occupational therapy. This course is primarily part of the *LEADING* thread of the MSOT curriculum. This course is a required course in the MSOT curriculum to be eligible for graduation.

MSOT 580 Assessment, Evidence & Intervention II (AEI-2) (Level 1-B fieldwork) (Lab Course)

4 Credit Hours

Prerequisite: All courses from Year 1 of Cox College MSOT program must be completed with at least a grade of C-.

Corequisites: MSOT 550, MSOT 565, MSOT 575, MSOT 605

This is the second course in the assessment, evidence, and intervention series. This course investigates and explicates reasoning for assessment and evidence-based intervention related to orthopedic, neurological, or other systemic dysfunction that affects a person's occupational performance. It expands upon the student's understanding of behavior and motivation to promote efficient and effective interventions that address occupational performance barriers imposed by physiological, genetic, and environmental and/ or traumatic factors. Evidence-based intervention models to remediate and/ or restore function, adapt or modify environments and activities, and maintain function or prevent further disability are explored. This course is primarily part of the *DOING* thread of the MSOT curriculum. This course is a required course in the MSOT curriculum to be eligible for graduation.

MSOT 585 Fieldwork Level 1-B

1 Credit Hour

Focus on physical disability, assistive technologies, or related area that impacts occupational performance. May include simulation experience, skills labs, faculty led community screenings, and exposure to a variety of clinics. Students will observe/participate in various aspects of screening, evaluation, and intervention.

MSOT 605 Research Project I (Lab Course)**4 Credit Hours**

Prerequisites: MSOT 502, MSOT 510, MSOT 515, MSOT 520, MSOT 525; MSOT 535, MSOT 540, MSOT 545, MSOT 555, MSOT 560, MSOT 570.

Corequisites: MSOT 550, MSOT 575, MSOT 580, MSOT 565.

This course expands on the student's understanding of evidence-based practice to include scholarship of discovery. Students will work in small groups (5-6) with a faculty mentor to develop a viable research proposal. The students will complete a literature review as part of a research proposal. NIH training will be required as preparation for IRB submission. This course is primarily part of the *ADVANCING* thread of the MSOT curriculum. This course is a required course in the MSOT curriculum to be eligible for graduation. This course includes a laboratory component.

MSOT 565 Ethics, Culture & Global Perspectives (HYB/ONL)**3 Credit Hours**

Prerequisites: All First Year MSOT Courses.

Corequisites: MSOT 550, MSOT 575, MSOT 580, MSOT 605.

This course examines issues of ethics as delineated by the American Occupational Therapy Association (www.aota.org) and the World Federation of Occupational Therapy (www.wfot.org). The role and impact of culture on health disparities, social injustice, and access to care will be explored on a regional, national, and international level. Students will articulate the role of OT in varying cultural contexts in regard to health promotion, health maintenance, and occupational performance. Students will gain an appreciation for the ways in which others view the world and the potential impact on health and well-being. This course is a required course in the MSOT curriculum to be eligible for graduation.

SPRING 2**MSOT 610 Assessment, Evidence & Intervention III (AEI-3)
(Lab Course)****4 Credit Hours**

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

Corequisites: MSOT 620, MSOT 650, MSOT 625.

This course is the third in the AEI series. Integration of material covered in earlier clinical courses is expected. This course expands on the student's clinical reasoning skills, use of research and evidence in practice, and pragmatic reasoning as specifically applied to the needs of the geriatric population. Services provided in facilities serving sub-acute, extended care, outpatient, assisted living, home care and hospice populations are emphasized. The role of the occupational therapist as direct care provider, consultant, and evaluator for clients and families is also emphasized. Aging in place, technological support, hospice services, and team community interventions are analyzed related to specific case examples. This course is primarily part of the *DOING* thread of the MSOT curriculum. Please see the course objectives for more curriculum thread information. This course is a required course in the MSOT curriculum to be eligible for graduation.

MSOT 615 Fieldwork Level 1-C**1 Credit Hour**

Focuses on issues affecting older adults as well as exploring environments in which occupational therapists support the occupational needs of older persons.

**MSOT 620 Assessment, Evidence & Intervention IV (AEI-4)
(Lab Course)****4 Credit Hours**

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

Corequisites: MSOT 610, MSOT 650, MSOT 625.

This course is the fourth in the assessment, evidence, and intervention series. Integration of material covered in earlier clinical courses is expected. This course expands on the student's clinical reasoning skills, use of research and evidence in practice, and pragmatic reasoning as specifically applied to the needs of the pediatric population. Understanding of early intervention, natural environments and school-based service delivery (including Response to Intervention, 504 Plans, and Individual Education Plans) will be emphasized. The role of the occupational therapist as direct care provider, consultant, and evaluator for children and caregivers will also be explored. Aspects of support for occupational performance at home, school, and play using remediation, compensation, and technology is also an important part of this course. This course is primarily part of the *DOING* thread of the MSOT curriculum. This course is a required course in the MSOT curriculum to be eligible for graduation.

MSOT 625 Creative Leadership & Entrepreneurship

3 Credit Hours

Prerequisites: Successful completion of all coursework in first year of curriculum and in MSOT 570, MSOT 575, MSOT 580, MSOT 605, MSOT 565.

Corequisites: MSOT 610, MSOT 620, MSOT 650.

Building on management practices identified in the Health Care administration and management course as well as innovation strategies and entrepreneurship skills, students will explore advocacy, marketing and program development in emerging areas of practice. This hybrid course will include small group work to explore community resources and partnerships as well as interdisciplinary collaboration to meet the needs of identified underserved populations. This course is primarily part of the *LEADING* thread of the MSOT curriculum. This course is a required course in the MSOT curriculum to be eligible for graduation.

MSOT 630 Fieldwork Level 1-D

1 Credit Hour

Focuses on occupation in pediatric settings. For the pediatric experience, students may have an opportunity to observe typical and/or atypical development. Students will be provided with the opportunity to practice use of developmental screening assessments and evaluations, as well as prepare and present a group activity to a group of children.

MSOT 650 Research Project II (LAB Course)

4 Credit Hours

Prerequisites: All first year MSOT courses; MSOT 550, MSOT 575, MSOT 580, MSOT 605, MSOT 565.

Corequisites: MSOT 610, MSOT 620, MSOT 625.

This course continues to expand on the concepts introduced in MSOT 605—Research Project I, where students have the opportunity for hands-on practice related to the Scholarship of Discovery. Students will continue small group work as assigned in Research Project I (2-6 group members) with a mentor on the previously identified research proposal as approved by the institutional IRB. Each group will implement a project design resulting in a program proposal, data collection, CAT or CAP, systematic review, or data mining and analysis. This course is primarily part of the *ADVANCING* thread of the MSOT curriculum. This course is a required course in the MSOT curriculum to be eligible for graduation. This course includes a laboratory component.

Culminating Summer/Fall Coursework

MSOT 684 Fieldwork Experience Level II-A Summer (May – August)

3 Credit Hours

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

Corequisites: Clinical Synthesis I.

This is the first of two mandatory full time Level II fieldwork experience rotations. Students spend 12 weeks at program -negotiated facilities under the supervision of an occupational therapist. This can occur in settings such as school systems, hospitals, rehabilitation centers, residential facilities, and outpatient clinics both within and outside of the Cox Health system. The emphasis is on clinical experience and translation of theory into practice. The student is expected to participate in clinical settings that support the development of skills to become an entry-level practitioner. This course is primarily part of the *DOING* thread of the MSOT curriculum. This course is a required course in the MSOT curriculum to be eligible for graduation.

MSOT 691 Evidence-Based Practice & Clinical Synthesis I

3 Credit Hours

Prerequisite: Full completion of all on-site courses.

Corequisite: Level-II Fieldwork.

This course is conducted on-line and occurs simultaneously with the student's first Level II Fieldwork experience. This course is an evidence-based practice synthesis course where students apply the strategies for integrating evidence into everyday clinical practice. Students are supported through coursework as they begin to transition from student to clinician. This course is primarily part of the *ADVANCING* thread of the MSOT curriculum. This course is a required course in the MSOT curriculum to be eligible for graduation.

MSOT 686 Fieldwork Experience Level II-B Fall (August-November)

3 Credit Hours

Prerequisite: Successful completion of all prior Cox College MSOT courses

Corequisite: Clinical Synthesis II

This is the second of two mandatory full time Level II fieldwork experience rotations. Students spend 12 weeks at program -negotiated facilities under the supervision of an occupational therapist. This can occur in settings such as school systems, hospitals, rehabilitation centers, residential facilities, and outpatient clinics both within and outside of the Cox Health system. The emphasis is on clinical experience and translation of theory into practice. The student is expected to participate in clinical settings that support the development of skills to become an entry-level practitioner. This course is primarily part of the *DOING* thread of the MSOT curriculum. This course is a required course in the MSOT curriculum to be eligible for graduation.

MSOT 693 Evidence-Based Practice & Clinical Synthesis II

3 Credit Hours

Prerequisite: Full completion of all on-site courses.

Corequisite: Level-II Fieldwork.

This course is conducted online and occurs simultaneously with the student's second Level II Fieldwork experience. This course is an evidence-based practice synthesis course where students apply the strategies for integrating evidence into everyday clinical practice. Students are supported through coursework as they begin to transition from student to clinician. This course builds upon concepts introduced in Evidence-Based Practice and Clinical Synthesis I (MSOT 691) and continues to support the development of scholarship, leadership, and evidence-based practices as the student's transition into the workplace. This course is primarily part of the *ADVANCING* thread of the MSOT curriculum. This course is a required course in the MSOT curriculum to be eligible for graduation.

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2020-2021 Academic Calendar

Fall 2020

| | 16 Week Classes (August 17-December 18) | 1 st 8 Week Classes (August 17-October 9) | 2 nd 8 Week Classes (October 19-December 18) |
|-------------------------------------------------|--------------------------------------------|---------------------------------------------------------|------------------------------------------------------------|
| Canvas Opens for Fall Classes | August 14, Friday | August 14, Friday | October 16, Friday |
| Classes Begin | August 17, Monday | August 17, Monday | October 19, Monday |
| Last Day 100% Tuition & Fees Refund | August 24, Monday | August 19, Wednesday | October 21, Wednesday |
| Last Day to Add Class(es) | August 24, Monday | August 19, Wednesday | October 21, Wednesday |
| Last Day to Drop Class(es) | August 24, Monday | August 24, Monday | October 26, Monday |
| Last Day 50% Tuition & Fees Refund | August 31, Monday | August 24, Monday | October 26, Monday |
| Census Dates | August 25, Tuesday | August 25, Tuesday | October 27, Tuesday |
| Administrative Withdrawals | September 4, Friday | September 4, Friday | November 6, Friday |
| Mid-Terms | Oct. 5-9, Mon.-Fri. | Sept. 8-11, Tues.-Fri. | Nov. 9-13, Mon.-Fri. |
| Mid-Term Grades Due | Oct. 13, Tuesday | Sept. 15, Tuesday | Nov. 17, Tuesday |
| Last Day to Withdraw with a W Grade | September 28, Monday | Sept. 14, Monday | Nov. 16, Monday |
| Last Day to Withdraw with a WP, WN, or WF Grade | Nov. 30, Monday | Sept 28, Monday | Nov. 30, Monday |
| Finals | Dec. 14-18 Mon.-Fri. | Oct. 5-9, Mon.-Fri. | Dec. 14-18, Mon.-Fri. |
| Classes End | December 18, Friday | October 9, Friday | December 18, Friday |
| Final Grades Due | December 22, Tuesday | October 13, Tuesday | December 22, Tuesday |
| Faculty Report/Convocation | August 10, Monday | | |
| Fall 2020 Graduation Applications Due | August 31, Monday | | |
| Spring and Summer 2021 Registration Begins | October 26, Monday | | |
| Fall Commencement | December 18, Friday | | |

| Program Application Deadlines for Spring 2021 Start (Except ASR) | |
|---------------------------------------------------------------------|--------------|
| Undergraduate Nursing (ASN, BSNE, BSNA, RN-BSN) | September 1 |
| ASR (Fall 2021 Start) | December 18 |
| BSDI | November 15 |
| MSN (FNP) | September 15 |

| Holidays and Days Off During Fall 2020 Semester | |
|-------------------------------------------------|-------------------------------|
| Labor Day (No Classes & College is Closed) | September 7, Monday |
| Fall Break (No Classes) | Oct. 12-16, Mon.-Fri. |
| Thanksgiving Break (No Classes) | Nov. 23-27, Mon.-Fri. |
| Thanksgiving Holiday (College is Closed) | Nov. 25-27, Wed.-Fri. |
| Christmas Break (College is Closed) | December 21, Mon.-Jan 1, Fri. |

Spring 2021

| | Spring Intercession | | |
|---------------------------------------------------------------------|-----------------------------------------------|---------------------------------------------------------------|-----------------------------------------------------------|
| Canvas Opens for Intercession Classes | January 4, Monday | | |
| Intercession Classes Begin | January 4, Monday | | |
| Last day 100% Tuition & Fees Refund/Last Day to Add or Drop a Class | January 4, Monday | | |
| Last day 50% Tuition & Fees Refund | January 5, Tuesday | | |
| Census Date | January 6, Wednesday | | |
| Intercession Classes End | January 15, Friday | | |
| Intercession Grades Due | January 27, Wednesday | | |
| | 16 Week Classes (January 19-May 14) | 1st 8 Week Classes (January 19-March 12) | 2nd 8 Week Classes (March 22-May 14) |
| Canvas Opens for Spring Classes | January 15, Friday | January 15, Friday | March 19, Friday |
| Spring Classes Begin | January 19, Tuesday | January 19, Tuesday | March 22, Monday |
| Last Day 100% Tuition & Fees Refund | January 25, Monday | January 21, Thursday | March 24, Wednesday |
| Last Day to Add Class(es) | January 25, Monday | January 21, Thursday | March 24, Wednesday |
| Last Day to Drop Class(es) | January 25, Monday | January 25, Monday | March 29, Monday |
| Last Day 50% Tuition & Fees Refund | February 1, Monday | January 25, Monday | March 29, Monday |
| Census Dates | January 26, Tuesday | January 26, Tuesday | March 30, Tuesday |
| Administrative Withdrawals | February 5, Friday | February 5, Friday | April 9, Friday |
| Mid-Terms | March 8-12, Mon.-Fri. | Feb. 8-12, Mon.-Fri. | April 12-16, Mon.-Fri. |
| Mid-Term Grades Due | March 16, Tuesday | February 16, Tuesday | April 20, Tuesday |
| Last Day to Withdraw with a W Grade | March 1, Monday | February 15, Monday | April 19, Monday |
| Last Day to Withdraw with a WP or WF Grade | May 3, Monday | March 1, Monday | May 3, Monday |
| Finals | May 10-14, Mon.-Fri. | March 8-12, Mon.-Fri. | May 10-14, Mon.-Fri. |
| Classes End | May 14, Friday | March 12, Friday | May 14, Friday |
| Final Grades Due | May 18, Tuesday | March 16, Tuesday | May 18, Tuesday |
| Faculty Report | January 4, Monday | | |
| Spring 2021 Graduation Applications Due | January 29, Friday | | |
| Fall 2021 Registration Begins | March 29, Monday | | |
| Spring Commencement | May 14, Friday | | |

| Program Application Spring Deadlines for Fall 2021 Start | |
|-----------------------------------------------------------------|-------------|
| Undergraduate Nursing (ASN, BSNE, BSNA, RN-BSN) | March 1 |
| BSDI | April 30 |
| MSN (FNP, NE, PMHNP) | March 1 |
| MND | February 15 |
| MSOT | March 1 |

| Holidays During Spring 2021 Semester | |
|--------------------------------------------------------------|------------------------|
| Martin Luther King, Jr. Day (No Classes & College is Closed) | January 18, Monday |
| Spring Break (No Classes) | March 15-19, Mon.-Fri. |
| Good Friday (No Classes & College is Closed) | April 2, Friday |

Summer 2021

| | Summer Session 1 (8 Weeks: May 17-July 9) | Summer Session 2 (8 Weeks: June 1 -July 23) | Summer Session 3 (BSNA Students Only) (5 Weeks: July 12 - August 13) |
|--------------------------------------------|----------------------------------------------|------------------------------------------------|----------------------------------------------------------------------------|
| Canvas Opens for Summer Classes | May 14, Friday | May 28, Friday | July 9, Friday |
| Classes Begin | May 17, Monday | June 1, Tuesday | July 12, Monday |
| Last Day 100% Tuition & Fees Refund | May 19, Wednesday | June 3, Thursday | July 12, Monday |
| Last Day to Add Class(es) | May 19, Wednesday | June 3, Thursday | July 12, Monday |
| Last Day to Drop Class(es) | May 24, Monday | June 7, Monday | July 13, Tuesday |
| Last Day for 50% Tuition & Fees Refund | May 24, Monday | June 7, Monday | July 13, Tuesday |
| Census Dates | May 25, Tuesday | June 8, Tuesday | July 14, Wednesday |
| Administrative Withdrawals | June 4, Friday | June 18, Friday | July 30, Friday |
| Last Day to Withdraw with a W Grade | June 14, Monday | June 28, Monday | August 2, Monday |
| Mid-Terms | June 7-11, Mon.-Fri. | June 21-25, Mon.-Fri. | NA |
| Mid-Term Grades Due | June 15, Tuesday | June 29, Tuesday | NA |
| Last Day to Withdraw with a WP or WF Grade | June 28, Monday | July 12, Monday | August 9, Monday |
| Finals | July 6-9, Tues.-Fri. | July 19-23, Mon.-Fri. | August 9-13, Mon.-Fri. |
| Classes End | July 9, Friday | July 23, Friday | August 13, Friday |
| Final Grades Due | July 13, Tuesday | July 27, Tuesday | August 17, Tuesday |

| Holidays/Days Off During Summer 2021 Semester | |
|------------------------------------------------------------|----------------|
| Memorial Day (No Classes & College is Closed) | May 31, Monday |
| Independence Day Observed (No Classes & College is Closed) | July 5, Monday |

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