Radiography- Fall 2018
Admissions and Selection Rubric

**Reminder: The official and preferred means of communication at CCC is through student email. For more information on setting up your student email account, visit our website at www.clevelandcc.edu.

Step 1: Admissions Criteria: (must be completed prior to January 8, 2018) check if complete

- Current application for admission **All Radiography applicants must attend an Allied Health Information session prior to being considered for admission and declaring Radiography as their program of study. Please contact the Admissions Office at 704.669.4081 or 704.669.6000 to schedule an Allied Health Information session or click here to schedule your own session now.

- Official high school transcript or GED
- Official college transcript(s) if you intend to earn transferrable credit.
- MAT 070 or DMA 010 - 050 Satisfactory completion or exemption (per transcript)
- ENG 095 or DRE 098 Satisfactory completion or exemption (per transcript)

Step 2:
Students completing Step 1 prior to deadline are eligible for Step 2.

<table>
<thead>
<tr>
<th>Measurements</th>
<th>Raw Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSB- Psychological Services Bureau Aptitude Exam</td>
<td></td>
</tr>
<tr>
<td>Top 50 PSB scorers after combining raw scores from the following categories:</td>
<td></td>
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<tr>
<td>- Part I – Arithmetic</td>
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<tr>
<td>- Part II – Spelling</td>
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<tr>
<td>- Part III – Reading Comp</td>
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<tr>
<td>- Part IV – Natural Sciences</td>
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<tr>
<td>- Part V – Vocational Adjustment</td>
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<tr>
<td>Total Score:</td>
<td></td>
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<tr>
<td>Rank:</td>
<td></td>
</tr>
</tbody>
</table>

Top 50 scorers from Step 2 are eligible for Step 3 and Step 4.

05/23/17
## Step 3:

### High School Science/Math Background (max 6 points) “B” or higher only

**Math**
- 1-3 High School Math Courses (1 point) ______ OR
- 4 or more High School Math Courses (3 points) ______

**Science**
- 1-3 High School Science Courses (1 point) ______ OR
- 4 or more High School Science Courses (3 points) ______

### College Science/Math Background (max 6 points) “B” or higher only

**Math**
- 1-3 College-level Math Courses (1 point) ______ OR
- 4 or more College-level Math Courses (3 points) ______

**Science**
- 1-3 College-level Science Courses (1 point) ______ OR
- 4 or more College-level Science Courses (3 points) ______

(Recommended: BIO 111, 112, CHM 131 or higher, and/or Phy 110 or higher)

### Standardized Testing (max 10 points)

**SAT**
- Writing 500 or above & Critical Reading 500 or above & Math 500 or above

**ACT**
- English 18 or above & Reading 21 or above & Math 22 or above

### Other degree(s) completed (max 20 points)

Highest degree attained
- Associate (5 points) Degree __________________
- Bachelors (10 points) Degree __________________
- Masters (15 points) Degree __________________
- Doctorate (20 points) Degree __________________

### Required Courses Completed (max 40 points)

Quality Points A = 4, B = 3, C = 2
- BIO 163 (within last 5 years) OR
- BIO 168 (within last 5 years) AND
- BIO 169 (within last 5 years)
- CIS 110
- ENG 111
- COM 231 or COM 110
- PSY 150 or SOC 210
- MAT 143 OR higher
- Humanities Course: ______

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### Bonus (max 7 points)
All recommended course work completed with a “C” or better

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### Recommended Courses Completed (Max 7 points)
“C” or higher 1 point each

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>MED 121</td>
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</tr>
<tr>
<td>MED 122</td>
<td></td>
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<tr>
<td>OST 149</td>
<td></td>
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<tr>
<td>HSC 110</td>
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<tr>
<td>HEA 110</td>
<td></td>
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<tr>
<td>HEA 112</td>
<td></td>
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<tr>
<td>HEA 120</td>
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</tbody>
</table>

**Step 3 Total Points**

### To be completed prior to first day of accepted class for Fall semester!

- ACA 115 OR ACA 122
  (or completion of another approved college success course) (exempt with a previously earned degree)

<table>
<thead>
<tr>
<th>Complete</th>
<th>In-Progress</th>
<th>Not registered</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>As of: ____</td>
<td>As of: ____</td>
</tr>
</tbody>
</table>

### Measurements

- Clinical Site Observation and Recommendation
  (maximum 20 points)

- Clinical Site Observation Evaluation (maximum 20 points)
- Recommend _______
- Do Not Recommend** _______

**Students receiving **Do Not Recommend** will not move to next step.**

**Step 3 Total Points**

### Step 4:

#### Measurements

| References: (max 6 points) 3 current references within one year from application deadline. Must submit new references each application period. No family members or friends. Reference forms will be emailed out to students in Step 4. Endorse with Enthusiasm (2 points) Endorse (1 point) Do Not Endorse (0 points) |
|-------------------------------------------------|--------|--------|--------|
| Reference 1 | Reference 2 | Reference 3 | |
| 2            | 2            | 2            | |

**Students without 3 references by stated deadline will not move to next step**

**Step 4 Total Points**

05/23/17
Required acknowledgement of receipt of essential functions and task inventory

Failure to meet requirements in step 4: student will not be allowed to move to next step

<table>
<thead>
<tr>
<th>Step 4 Total Points</th>
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</thead>
<tbody>
<tr>
<td>0</td>
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</table>

**Step 5:**

<table>
<thead>
<tr>
<th>Faculty Interview and/or Group Session</th>
<th>60</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Step 5 Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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</table>

Upon completion of all rubric requirements, selected students are given provisional acceptance until all pre-program start date requirements are met (BLS CPR, proof of background check and drug screen, additional clinical observations, facilities and program orientations, etc.)

**CCC has established admissions and selection procedures to ensure students are admitted and selected in a fair and equitable manner. The admissions and selection rubric is only intended to provide students with a checklist to assist in identifying program eligibility requirements, while outlining the admissions/selection process. This rubric is for student use only and does not serve as the official record of calculated points. This rubric does not replace the official program requirements as described under the Programs of Study section of our website at [www.clevelandcc.edu](http://www.clevelandcc.edu).**
Cleveland Community College Radiography Program

Essential Functions and Technical Standards

The following functions and standards reflect reasonable expectations of a student in the Radiography, Computed Tomography/Magnetic Resonance Imaging programs for the purpose of common functions of the medical imaging professional or student. In adopting these standards the Program is mindful of the patients’ right to safe and quality health care by students. The student must be able to apply the knowledge and skills necessary to function in a broad variety of clinical situations while providing the spectrum diagnostic input. These standards reflect what may be required for employment of the entry-level medical imaging professional.

It is important that persons admitted to these programs possess the cognitive and critical thinking skills, interpersonal skills, behavioral skills, physical skills, and communication skills necessary to practice in the imaging field. Reasonable accommodations for students with documented disabilities will be considered on an individual basis, but each student must be able to independently perform all performance standards listed by the American Society of Radiologic Technologists (ASRT). Accommodations will be provided in accordance with Disabilities Services at Cleveland Community College. The following abilities / skills are required, with or without accommodations. The examples used are not all inclusive.

To verify the students’ ability to perform these essential functions, students may be required to demonstrate the following technical standards; by initialing the standard, the student states he/she has the ability to meet standard requirements.
Cognitive Ability/Critical Thinking Skills:
The student should be able to:

- Demonstrate ability in reading and comprehension, and use them together to demonstrate critical thinking skills and clinical reasoning.
- Demonstrate a professional manner and insight in the communication process.
- Be able to exercise critical thinking skills, organize responsibilities, make appropriate decisions, and accurate mathematical calculations.
  - Perform measurement and calculations.
  - Read and document data.
  - Operate various healthcare equipment, including blood pressure monitoring, digital and standard scales, and mechanical lifts.
  - Identify and immediately report changes in patient health status condition that endanger patients and evaluate patient complaints.
  - Incorporate knowledge from lecture, laboratory and clinical experience to prioritize safe and efficient care for each patient.

Interpersonal Skills:
The student will:

- Demonstrate the ability to interact with individuals, families, and groups from a variety of social, emotional, cultural, and intellectual backgrounds.
  - Demonstrate respect for the patient, his or her privacy, and for family members.
  - Develop and maintain effective, mature and sensitive professional relationships with other members of the health care team.
  - Establish rapport with patients, families and colleagues.
  - Present a professional appearance.

Behavioral Skills:
The student will:

- Possess the emotional stability to function effectively under stress and to adapt to an environment that may change rapidly, without warning, and or/in unpredictable ways.
• Accept responsibility for learning, exercising good judgment, and promptly completing all responsibilities attendant to the diagnosis and care of patients.
• Contribute to collaborative, constructive learning environments; accept constructive feedback from others; take personal responsibility for making appropriate positive changes.
• Demonstrate flexibility, compassion, integrity, and motivation.

Physical:
• Tactile skills: Sense of touch sufficient to perform physical assessment and functions.
  Seize, hold, grasp, and turn with hands.
  • Perform palpation, tactile assessment, and manipulation of the patient as required to produce diagnostic images.
  • Manipulate locks on equipment.
  • Don gloves.
  • Fill syringes.
  • Align patient, image receptors, and x-ray tube.

• Mobility/motor skills:
  The student will:
  • Possess skills sufficient to move from room to room and maneuver in small spaces.
  • Be able to lift and carry or push up to 50 pounds.
  • Demonstrate adequate coordination.
  • Be able to endure long periods of standing, sitting, walking, bending, lifting, reaching, stooping, squatting, and moving in complex health environments.
  • Position and transfer patients safely from wheelchair or stretcher to x-ray table and back.
    • Push mobile x-ray machine to various locations, including in patient rooms.
    • Perform cardio pulmonary resuscitation (CPR).
    • Reach overhead to manipulate equipment hanging from the ceiling

Auditory skills:
Hearing ability (with corrective devices as needed) to monitor and respond to the patient and the health care team.

• Hear instructions.
• Perform percussion and auscultation in a physical examination.
• Hear call for help.
• Hear low noise level bells and/or buzzers.
• Function when health care team is required to wear surgical masks.

Visual skills:
Visual ability (with corrective devices as needed) to monitor and assess patient care needs, performance of patient care procedures, and maintenance and compliance with environmental safety.
• Observe demonstrations and participate in physical examination sessions, clinical skills workshops, and observe the difference between normal versus pathological states.
• Read monitor data.
• Read and document diagnostic records.
• Possess visual acuity and intensity discrimination in order to evaluate radiographs or scans for technical quality.
• Possess peripheral vision.
• Possess depth perception.

Communication Skills:
The student will:

Demonstrate the ability to communicate effectively in the classroom, laboratory, and all clinical settings with patients, families and members of the health care team. Students must be able to speak and converse with all persons across the lifespan.

Read, comprehend, and write legibly in the English language.
• Demonstrate evidence of effective written and verbal communication skills.
• Demonstrate technological literacy.
• Be able to collect and document data.
• Provide clear and audible directions to patients face-to-face and from the radiography control area, away from the patient.

Occupational Exposure
Health care is often delivered in high stress areas, requiring management of multiple roles and duties simultaneously. The imaging student must possess the ability to protect self and others by implementing appropriate precautions
due to possible exposure to radiation, communicable disease and/or body fluids, toxic substances, or other hazards. Risk for healthcare providers include, but are not limited to:

- Exposure to blood and body fluids and communicable and infectious diseases, requiring the wearing of personal protective equipment, i.e., masks, goggles, and gloves.
- Working with sharps and chemicals.
- Exposure to radiation, requiring lead apron weighing up to 10 pounds and monitoring devices for dose to exposed body parts.
- Exposure to latex and nitrile products if allergic.
- Exposure to assault and battery
- Environmental hazards – slippery floors, various levels of lighting, various room temperatures, etc.
- Legal / ethical dilemmas
- Liability issues

If you are unable to perform the essential functions as outlined above without reasonable accommodations, it is your responsibility to seek out Disability Services. For assistance with making contact with the appropriate person, please see your academic advisor or instructor.

Sources:


Isbell, Monica (2015). Developing technical standards: maintaining program integrity while effectively accommodating students with disabilities. Virginia Commonwealth University.
