

Step 3:

Measurements	
High School Science/Math Background (max 6 points) "B" or higher only	
Math	<ul style="list-style-type: none"> • 1-3 High School Math Courses (1 point) _____
	OR
	<ul style="list-style-type: none"> • 4 or more High School Math Courses (3 points) _____
Science	<ul style="list-style-type: none"> • 1-3 High School Science Courses (1 point)
	OR
	<ul style="list-style-type: none"> • 4 or more High School Science Courses (3 points) _____
College Science/Math Background (max 6 points) "B" or higher only	
Math	<ul style="list-style-type: none"> • 1-3 College-level Math Courses (1 point) _____
	OR
	<ul style="list-style-type: none"> • 4 or more College-level Math Courses (3 points) _____
Science	<ul style="list-style-type: none"> • 1-3 College-level Science Courses (1 point) _____
	OR
	<ul style="list-style-type: none"> • 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 min. score all 3 parts <u>or</u> ACT min. score all 3 parts	
<ul style="list-style-type: none"> • SAT 	<ul style="list-style-type: none"> • ACT
Before 03/2016	English 18 or higher and Reading 22 or higher
Writing and Critical Reading 500 or higher _____	Math 22 or higher _____
After 03-2016 Evidence --Based Reading	
and Writing 480 or higher & English 18 or above & Math 530 or higher _____	
Other degree(s) completed (max 20 points)	
highest degree attained	
<ul style="list-style-type: none"> • 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	
<ul style="list-style-type: none"> • 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: _____ 	

Bonus (max 7 points) All recommended course work completed with a “C” or better		7	
Recommended Courses Completed (Max 7 points) “C” or higher 1 point each			
Course	Grade		
MED 121			
MED 122			
OST 149			
HSC 110			
HEA 110			
HEA 112			
HEA 120			
Step 3 Total Points			

Step 4

To be completed prior to first day of accepted class for Fall semester!			
<ul style="list-style-type: none"> ACA 115 OR ACA 122 (or completion of another approved college success course) (exempt with a previously earned degree) Failure to successfully complete with “C” or better will result in loss of program slot. 	Complete	In-Progress	Not registered
		As of: ____	As of: ____
		Completion date	
Step 5 Measurements			
Clinical Site Observation and Recommendation (maximum 20 points)			
<ul style="list-style-type: none"> Clinical Site Observation Evaluation (maximum 20 points) Recommend _____ Do Not Recommend** _____ <p style="text-align: right;"><i>**Students receiving Do Not Recommend will not move to next step.</i></p> <p style="text-align: right;"><i>Step 4 Total Points</i></p>			

Step 6

Measurements	Max points	Actual Score/Grade	Points Scored
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)			
	2		

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<ul style="list-style-type: none"> • Reference 1 • Reference 2 • Reference 3 <p><i>Students without 3 references by stated deadline will not move to next step</i></p>	2		
	2		

<p>Required acknowledgement of receipt of essential functions and task inventory</p> <p>Failure to meet requirements in step 4: student will not be allowed to move to next step</p>	0		
Step 5 Total Points			

Step 7 :

Faculty Interview and/or Group Session	30	30	
Step 7 Total Points			
<p>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.)</p>			

***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.*

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:

Champlain College (nd). *Radiography technical standards*. Retrieved 11-28-16 from www.champlain.edu/Documents/Radiography/Technical-standards.pdf

Community College of Rhode Island (nd). *Technical standards – radiography*. Retrieved 11-28-16 from <https://www.ccri.edu/alliedhealth/radiography/ts.html>

Hagerstown Community College (nd). *Medical imaging programs (radiography, computed tomography, magnetic resonance imaging, mammography) technical standards*. Retrieved 11-28-16 from <http://www.hagerstowncc.edu/sites/default/files/printforms/10-rad-tech-standards.pdf>

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

Northern Virginia Community College (nd). *Technical standards for the radiography program*. Retrieved 11-28-16 from <https://www.nvcc.edu/medical/files/rad-technical-standards.pdf>

Wake Technical Community College (nd). *Wake Technical Community College radiography program technical standards*. Retrieved 11-28-16 from <https://www.waketech.edu/programs-courses/credit/radiography/technical-standards>