



# 2018-2019 CATALOG & STUDENT HANDBOOK





## ABOUT THIS CATALOG

The catalog and student handbook of Carolinas College of Health Sciences is published to serve as an information guide to the programs, services and policies of the college. The College reserves the right to make changes without notice whenever such action is deemed appropriate.

This catalog and student handbook is not a guarantee of courses, programs, or services offered by the college. Wording may differ from actual policy, please consult the policy for further details or visit our student affairs department for clarification.



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# Carolinas College of Health Sciences

## ACADEMIC CALENDAR

The Histotechnology calendar can be found on page 58 and the Medical Laboratory Science calendar can be found on page 61.

FALL TERM	2018-19	2019-20
New Student Orientation (Clinical)	Aug 13-14	Aug 12-13
New Student Orientation (Non-Clinical)	Aug 16	Aug 15
Full Fall & Fall I Classes Begin	Aug 20	Aug 19
Registration/Drop/Add Ends	Aug 24	Aug 23
Holiday — College Closed	Sep 3	Sep 2
Fall I Midterm	Sep 12	Sep 11
Last Day to Withdraw — Fall I with a grade of W	Sep 21	Sep 20
Last Day to Withdraw — Fall I with a grade of WP/WF	Sep 29	Sep 28
Fall I Classes End	Oct 5	Oct 4
Fall I Final Exams	Oct 8-12	Oct 7-11
Fall Break — No Classes	Oct 15-16	Oct 14-15
Full Fall Midterm	Oct 17	Oct 16
Fall II Classes Begin	Oct 17	Oct 16
Last Day to Withdraw — Full Fall with a grade of W	Oct 29	Oct 28
Fall II Midterm	Nov 14	Nov 13
Last Day to Withdraw — Full Fall with a grade of WP/WF	Nov 15	Nov 14
Last Day to Withdraw — Fall II with a grade of W	Nov 21	Nov 20
Holiday — No Classes	Nov 21	Nov 27
Holiday — College Closed	Nov 22-23	Nov 28-29
Last Day to Withdraw — Fall II with a grade of WP/WF	Nov 29	Nov 27
Full Fall & Fall II Classes End	Dec 7	Dec 6
Full Fall & Fall II Final Exams	Dec 10-14	Dec 9-13
Fall Commencement	Dec 14	Dec 13
Holiday — College Closed	Dec 24-25	Dec 25

<b>SPRING TERM</b>	<b>2018-19</b>	<b>2019-20</b>
Holiday — College Closed	Dec 31-Jan 1	Jan 1
New Student Orientation (Clinical & Non-Clinical)	Jan 3-4	Jan 6-7
Full Spring & Spring I Classes Begin	Jan 7	Jan 13
Registration/Drop/Add Ends	Jan 11	Jan 17
Holiday — No Classes	Jan 21	Jan 20
Spring I Midterm	Jan 30	Feb 5
Last Day to Withdraw — Spring I with grade of W	Feb 8	Feb 15
Last Day to Withdraw — Spring I with grade of WP/WF	Feb 16	Feb 22
Spring I Classes End	Feb 22	Feb 28
Spring I Final Exams/Full Spring Midterm Exams	Feb 25-Mar 1	Mar 2-6
Spring Break — No Classes	Mar 4-8	Mar 9-13
Full Spring Midterm — Official Date	Mar 6	Mar 11
Spring II Classes Begin	Mar 11	Mar 16
Last Day to Withdraw — Full Spring with a grade of W	Mar 22	Mar 27
Spring II Midterm	Apr 3	Apr 8
Last Day to Withdraw — Full Spring with a grade of WP/WF	Apr 6	Apr 11
Last Day to Withdraw — Spring II with a grade of W	Apr 12	Apr 17
Holiday — College Closed	Apr 19	Apr 10
Last Day to Withdraw — Spring II with grade of WP/WF	Apr 20	Apr 25
Full Spring & Spring II Classes End	Apr 26	May 1
Full Spring & Spring II Final Exams	Apr 29-May 3	May 4-8
Spring Commencement	May 3	May 8

<b>SUMMER TERM</b>	<b>2018-19</b>	<b>2019-20</b>
New Student Orientation (Clinical & Non-Clinical)	May 13-14	May 18-19
Full Summer & Seven-Week Classes Begin	May 20	May 26
Registration/Drop/Add Ends	May 24	May 29
Holiday — College Closed	May 27	May 25
Seven-Week Midterm	Jun 12	Jun 17
Full Summer Midterm	Jun 19	Jun 24
Last Day to Withdraw — 7-Week Classes with a grade of W	Jun 21	Jun 27
Last Day to Withdraw — 7-Week Classes with a grade of WP/WF	Jun 29	Jul 3
Holiday — College Closed	Jul 4	Jul 4
Seven-Week Classes End	Jul 5	Jul 10
Last Day to Withdraw — Full Summer with a grade of W	Jul 5	Jul 9
Last Day to Withdraw — Full Summer with a grade of WP/WF	Jul 14	Jul 20
Seven-Week Classes Final Exams	Jul 8-12	Jul 13-17
Full Summer Classes End	Jul 26	Jul 31
Full Summer Final Exams	Jul 29-Aug 2	Aug 3-6
Program Completion & Awards Ceremony	Aug 2	Aug 7

## ACCREDITATIONS & APPROVALS

Carolinas College of Health Sciences is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate and baccalaureate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Carolinas College of Health Sciences.

The college is also approved by the North Carolina State Approving Agency for Veterans Benefits and the North Carolina Department of Health and Human Services Division of Health Service Regulation.

*Carolinas College also holds programmatic accreditation from the following:*

The Histotechnology and Medical Laboratory Science programs are accredited, and the Phlebotomy program approved, by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS).

5600 N. River Rd., Suite 720  
Rosemont, IL 60018-5119  
773-714-8880  
Naacls.org

The Associate Degree Nursing (ADN) Nursing program is approved by the North Carolina Board of Nursing and accredited by the Accreditation Commission for Education in Nursing (ACEN).

3343 Peachtree Rd. NE, Suite 850  
Atlanta, GA 30326  
404-975-5000  
Acenursing.org

Carolinas College of Health Sciences will be applying for programmatic accreditation of the Bachelor of science in nursing completion program upon the graduation of the first cohort of students.

The Radiologic Technology and the Radiation Therapy programs are accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT)

20 N. Wacker Dr., Suite 2850  
Chicago, IL 60606  
312-704-5300  
jrcert.org

## STATE RECIPROCITY AGREEMENTS

Higher education institutions must be authorized to offer distance education programs and/or courses in states other than their own. Admission to a program or course is dependent on Carolinas College's ability to secure authorization from the applicant's state of residence.

On April 11, 2017, the National Council for State Authorization Reciprocity Agreements (NC-SARA), approved institutional participation for Carolinas College. To learn more about NC-SARA, please visit their website at <http://nc-sara.org/>.

Students who wish to file a complaint pertaining to College policies, procedures, or conditions of non-compliance with state, federal or accreditation requirements may contact the appropriate accrediting agency listed above.

To file a complaint with the Consumer Protection Division of the North Carolina Department of Justice, please visit the State Attorney General's web page at <http://www.ncdoj.gov/complaint>. North Carolina residents may call (877) 566-7226. If you live outside of North Carolina, please call (919) 716-6000. If you choose to mail a complaint, please use the following address:

Consumer Protection  
Attorney General's Office  
Mail Service Center 9001  
Raleigh, NC 27699-9001

## AFFILIATIONS

American Association of Collegiate Registrars and Admissions Officers

American Health Sciences Education Consortium  
Association for Institutional Research

Carolinas Association of Collegiate Registrars and Admissions Officers

National Association of College and University Business Officers

National Association of Collegiate Admission Counseling

National Association of Student Financial Aid Administrators

National Association of Student Personnel Administrators

National League for Nursing

National Student Nurse Association – Sustaining Member

Phi Theta Kappa – National Honor Society for Two-Year Colleges

National League for Nursing

National Student Nurse Association — Sustaining Member

## ABOUT THE COLLEGE

Carolinas College admits qualified applicants without regard to race, color, age, religion, gender, sexual orientation, gender identity, national origin, veteran status, disability, genetic information, or any other basis prohibited by law. Concerns or inquiries regarding the application of Title IX regulations may be directed to Sam Smith, the Title IX Coordinator at 704-355-4025. The college does not discriminate in the administration of educational policies, admission policies, financial aid policies and other college administered programs.

Carolinas College is in compliance with the Clery Act of 1990. The campus safety policies and the safety and security report are available on the college's website. The college is in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act and students or applicants with a qualified disability may contact the student success coordinator for more information.

## Vision

Carolinas College of Health Sciences will be recognized as the first and best choice for healthcare education.

## Mission

The mission of Carolinas College of Health Sciences is to transform lives by educating, engaging and empowering professionals for an evolving healthcare environment.

## Core Values

CARING	COMMITMENT
INTEGRITY	TEAMWORK

## Student Achievement

The college maintains specific objectives and measures for each of the above commitments as well as for each program and division of the college. These outcome measures comprise our institutional effectiveness plan, available on the college website in the "About Carolinas College" section under "Institutional Data." For more information about our graduation rates, the median debt of students who complete our programs, and other important information, please visit the institutional data section of our website.



## HISTORY OF THE COLLEGE

The roots of Carolinas College date back to the early 1940s when Charlotte Memorial Hospital, now Carolinas Medical Center, provided nursing and allied health training.

The Charlotte Memorial Hospital School of Nursing closed in 1967. In the late 1980s, the Charlotte-Mecklenburg Hospital Authority (CMHA), now Atrium Health realized the need for registered nurses would outstrip the number being educated in the community and established the CMHA School of Nursing. Degree-granting authority was provided by the Hospital Authority Act [NC General Statute 113E-23 (a) (31)] and was delegated to the college by the hospital's board of commissioners.

### A New Nursing Program

The application to establish a new nursing program was submitted to the North Carolina Board of Nursing in 1990. Initial approval status was granted in May of 1990 and the first students were admitted in the fall of the same year. The college was located on Morehead Street on the campus of Carolinas Medical Center in metropolitan Charlotte. Full approval status was granted and the first class graduated in 1992.

In December of 1993, the hospital authority's board of commissioners passed a resolution to incorporate the CMHA School of Nursing and to appoint a separate board of directors. Degree-granting authority was delegated to the college's board of directors. In May of 1994, the college moved into the newly renovated Rankin Education Center on Blythe Boulevard on the campus of Carolinas Medical Center. Currently, Carolinas College occupies the majority of the space in this building.

Effective in 1995, the CMHA School of Nursing was accredited by the Southern Association of Colleges and Schools Commission on Colleges to offer associate degrees. This institutional accreditation was most recently reaffirmed in 2010.

### Expanding the College

In July of 1996, the board of directors changed the name of the school to Carolinas College of Health Sciences and approved preparations to educate other healthcare providers. The existing hospital-based programs in radiologic technology and surgical technology joined the college in August 1996 and the medical technology program in January 1997. In 1999, the college began offering Nurse Aide I and phlebotomy training; Nurse Aide II was offered for the

first time in 2006. These three programs formed the original core of the continuing education department, which opened in 2007. In 2018, the continuing education department was closed as the Nurse Aide course offerings were discontinued and phlebotomy was transitioned to the Clinical Laboratory Sciences department.

In a partnership with Carolinas Medical Center's Pre-Hospital Medicine department, the emergency medical sciences program was started in 2003 offering paramedic education. This program was discontinued in 2008. In that same year, the board of directors approved the development of a program in radiation therapy.

The first radiation therapy students were admitted in August 2009. In 2011, the medical technology program became the medical laboratory science program. Additionally, the college added anesthesia technology and degree programs in surgical technology and general studies. In 2013, the first histotechnology students were accepted and in 2014, the college received approval to offer fully online distance education programs. In December 2017, the general studies program had its first graduate. In 2017, the college suspended admission to its surgical technology program and graduated the last class of surgical technologists in May 2018. In 2017, Carolinas College received approval to confer baccalaureate degrees. Approval was also received to offer its first baccalaureate degree program, the RN to BSN program, which is also the college's first 100% online degree program. The inaugural cohort of students began their studies in August 2018.

### Accolades

In 2010, the college was ranked the third best two-year college in the nation by Washington Monthly followed by consecutive number one rankings by *StateUniversity.com* in 2011 and 2012. In 2015, the college was ranked in the 95th percentile of all community colleges for quality and value by *WalletHub.com*. In 2017, Forbes recognized Carolinas College as one of the Top 30 trade colleges in the country. Forbes recognized Carolinas College again in 2018 as one of the Top 25 trade colleges in the United States. Also in 2018, Carolinas College was recognized by Zippia as the #1 college in North Carolina for job placement. Carolinas College continues to prepare graduates to exceed state and national certification testing benchmarks and to surpass most peer institutions in annual graduation rates testing benchmarks and to surpass most peer institutions in annual graduation rates.





## Admission to the College

Carolinas College of Health Sciences seeks applicants who, on the basis of supportive data and in the judgment of program faculty and the Admission, Progression and Graduation (APG) Committee, appear to be able to complete an educational program offered by the college. Generally, admission to all programs is competitive with the most qualified applicants offered the limited number of spaces. The college considers all applicants without regard to race, color, age, religion, gender, sexual orientation, gender identity, national origin, veteran status, disability, genetic information, or any other basis prohibited by law.

### GENERAL ADMISSION REQUIREMENTS

Applicants to Carolinas College must meet certain criteria to be considered for admission. Students entering clinical healthcare programs have access to patients and patient records at contracted clinical sites. For this reason, applicants are screened for criminal background and employment records that may indicate problematic behaviors. The following may preclude students from being admitted to the college:

- Having been charged with or convicted of certain misdemeanors or felonies.
- Owing money to the college.
- Being ineligible for clinical placement.

Due to limited resources to support international students and a focus on providing healthcare practitioners for the Charlotte area, the college does not authorize requests for temporary or student visas.

Proof of legal residency may be required. International students who are accessing online courses/programs from outside the United States with the intent to remain in their home country are not required to obtain proof of legal residency. Applicants for whom English is a second language must submit a Test of English as a Foreign Language (TOEFL) score of 213 or above (computer), 83 or above (iBT: internet-based), or 550 or above (written exam). Test scores must be submitted by the admission deadline.

The College uses the “weighted” high school when calculating the final GPA, which will be used in the admissions process. In addition, home-schooled applicants may be required to submit additional materials such as standardized test results or additional course work to be considered for admission. The college GPA is the cumulative GPA derived from the total credit hours and quality points earned at all post-secondary institutions the applicant has attended.

## Selection Criteria

Exceptionally well-qualified applicants may be admitted upon completion of the application process. Generally, candidates for admission are ranked based on strength of academic history (GPA) and test scores, healthcare or related work experience, motivation, volunteer or community service, leadership experiences, maturation of learning, and/or supplemental application questions, where applicable. Some programs also utilize references and interviews in the selection process. Preference may be given to applicants from the Charlotte-Mecklenburg area and academically qualified employees of Atrium Health. The Admission, Progression and Graduation (APG) Committee makes admission decisions based on recommendations received from the programs after a faculty review of the candidates. The admissions office notifies applicants of the decision, which may include admission, placement on the alternate list, or denial. All offers of admission are contingent upon successful completion of all pre-enrollment requirements. Students placed on the alternate list are notified as space becomes available.

## Admission Requirements by Program

Admission to the following programs is competitive and offered on a space-available basis. To be considered for admission, applicants must submit an online college application form, the application fee, and all necessary items required by specified deadlines.

### Clinical Laboratory Science

#### Histotechnology and Medical Laboratory Science

The general admission criteria for the **Histotechnology** and **Medical Laboratory Science** programs include:

- Official transcripts from all post-secondary institutions attended demonstrating an earned (by program start date) baccalaureate degree, preferably in biology, chemistry or related science field.
- Cumulative GPA of 2.50 or above and science/math GPA of 2.50 or above.
- Official college transcripts must demonstrate completion of the required prerequisite courses (see program specifics below) with a grade of "C" or above.
- Three Carolinas College reference forms from college instructors, college advisors or employers. References must be from individuals who reside in the United States.
- Interview with college faculty (scheduled with most competitive applicants after submitting application, transcripts and references)..

Applicants to either program who hold an international baccalaureate degree must take at least 12 semester hours of science coursework at an accredited U.S. baccalaureate academic institution before their application can be considered. The program chair will determine acceptable courses. All international transcripts must be evaluated by a recognized evaluating agency which will verify the U.S. baccalaureate degree equivalency.

Additional **Histotechnology** admission criteria include:

- Minimum of 30 semester credit hours of biology and chemistry by date of application (must include credits in both). Required courses include anatomy/physiology, microbiology and organic chemistry (or biochemistry) to be completed by program start date.
- Minimum of 3 semester credit hours of college algebra or higher-level math by date of application.
- Prerequisite courses of microbiology, anatomy/physiology and organic chemistry (or biochemistry) must be updated if not completed within seven years of program start date.

Additional **Medical Laboratory Science** admission criteria include:

- Minimum of 16 semester credit hours in biology by date of application. Required courses include microbiology, microbiology lab and immunology to be completed by program start date. Genetics, molecular biology and anatomy/physiology are highly recommended.

- Minimum of 12 semester credit hours in chemistry by date of application. Minimum of 16 semester credit hours in chemistry including organic chemistry or biochemistry to be completed by program start date.
- Minimum of 3 semester credit hours in statistics to be completed by program start date. Physics is recommended.
- Prerequisite courses of microbiology, immunology and organic chemistry (or biochemistry) must be updated if not completed within seven years of program start date.

### Admission to Non-Credit Courses

Carolinas College offers non-credit courses that lead to eligibility for certification in phlebotomy and blood bank technology. Enrollment in these courses is on a space-available basis and requires an online college application, payment of tuition, and other information listed below. Prior to admission, applicants must demonstrate eligibility for clinical placement.

#### Phlebotomy

- Official high school transcript verifying graduation or equivalent. Minimum high school GPA of 2.0 required.
- Locally administered assessment test with a score of 14 or higher.

#### Specialist in Blood Bank Technology/Transfusion Medicine

- Official college transcripts from a U.S. accredited baccalaureate program.
- Minimum college GPA of 2.50.
- Proof of current ASCP certification (MLS, MT or BB).
- Minimum of two years' full-time blood bank-related experience.
- Proof of current employment in a blood center, transfusion service, or blood bank-related field.
- Two Carolinas College reference forms (one from current supervisor).
- After admission to the program, applicant must:
  - Identify a qualified mentor who has agreed to provide assistance and guidance.
  - Submit "Mentor Agreement Form" along with mentor's curriculum vitae.
  - Secure clinical sites (blood center, transfusion service, and reference lab).
  - Submit Clinical Affiliation "Memo of Understanding" for each clinical site.

### General Studies

The general admission criteria for the **General Studies** program include:

- Official high school transcript or equivalent verifying graduation and college preparatory coursework.
- Official transcripts from all post-secondary institutions attended with a combined cumulative GPA of at least a 2.0.
- Official SAT or ACT test score report with a minimum 900 (SAT) or 19 (ACT). Copies of official score reports and scores reported on an official transcript will be accepted. For the SAT, only the critical reading and math scores are considered in calculating the minimum requirement. The SAT/ACT requirement is waived for applicants holding a baccalaureate degree or higher.



Additional admission criteria for entry into the **Pre-Nursing** and **Pre-Radiologic Technology** tracks of General Studies include:

- Official high school transcript or equivalent verifying graduation and college preparatory coursework. Applicants with fewer than 24 hours of college credit must have a minimum high school GPA of 2.5. Applicants with a GED must submit 24 semester hours of college credit with at least nine semester hours in math and science.
- Official transcripts from all post-secondary institutions attended with a combined cumulative GPA of at least a 2.5.

## ADN Nursing

The general admission criteria for the **ADN Nursing** program include:

- Official high school transcript verifying graduation and college preparatory coursework. Applicants with fewer than 24 hours of college credit must have a minimum high school GPA of 2.5. Applicants with a GED must submit 24 semester hours of college credit with at least nine semester hours in math and science.
- Official transcripts from all post-secondary institutions attended with a combined cumulative GPA of at least 2.5.
- Official SAT or ACT test score report with a minimum 900 (SAT) or 19 (ACT). Copies of official score reports and scores reported on an official transcript will be accepted (waived for college graduates). For the SAT, only the critical reading and math scores are considered in calculating the minimum requirement.
- Applicants who previously attended a nursing program will not be considered for admission if they were unsuccessful in two or more nursing classes, or the same nursing class twice. Withdrawals from nursing courses are considered unsuccessful attempts.
- Applicants with a current, unencumbered LPN license may apply to the nursing program. Applicants must meet all requirements listed above and gain admission through the same process as all applicants to the nursing program. Those accepted must then petition to receive nine semester hours of credit for the NUR 100 and NUR 101 courses. An evaluation of clinical skills with a member of the nursing faculty will be required. Prior to enrollment, applicants must have completed all of the general studies requirements up to their entry point including at least BIO 101 and MAT 101.

Additional admission criteria for entry as a **Transfer** from another nursing program include:

Applicants wishing to transfer nursing courses to Carolinas College may apply to the nursing program and must meet all requirements listed above. The most recent nursing course must have been completed within one year and applicants must not have been unsuccessful in two or more nursing courses or unsuccessful in the same course twice. Withdrawals from nursing courses are considered unsuccessful attempts. Prior to enrollment, successful completion of NUR 100, BIO 101 and MAT 101 is required. Additional courses may be required.

Additional admission criteria for entry via the **Pre-Nursing** track include:

Students seeking guaranteed admission via the general studies pre-nursing track who earn an overall GPA of 3.23 in the following four courses will receive guaranteed admission to the nursing program: BIO 101, BIO 102, MAT 101 and HLC 102 (or NUR 100). Guaranteed admission must be earned in three consecutive semesters. The actual start date for the nursing program is based on completion of the required courses, all pre-enrollment requirements including the NC Nurse Aide Registry, and space availability in the nursing program.

## RN to BSN Nursing

The general admission criteria for the **RN to BSN Nursing** program include:

- Online application with application fee
- All college transcripts are required from each college attended; official copies only; may be sent electronically; transfer credits will be evaluated once admitted as a student, some courses may require a course syllabus to determine equivalency.
- Copy of current, unencumbered RN license.
- Completion of the following courses, or their equivalent, prior to or while concurrently enrolled in the program:
  - a. English Composition (3 credits)
  - b. Human Anatomy and Physiology with Lab (8 credits)
  - c. Microbiology with Lab (4 credits)
  - d. College Math (3 credits)
  - e. Introduction to Psychology (3 credits)
  - f. Developmental Psychology (3 credits)
  - g. Introduction to Sociology (3 credits)
  - h. 200-level Humanities Elective (3 credits)
  - i. General Education Elective (3 credits)
- Minimum College GPA required is a 2.5 cumulative
- International Students must be a permanent resident to apply, the school cannot issue visas; transcripts will need to be evaluated by International Education Evaluations, Inc. (704-772-0109). Additionally, a TOEFL is also required, the minimum required score is a 220 or higher on the computer version or an 83 or higher on the iBT version.

## Radiation Therapy

The admission criteria for the **Radiation Therapy** program include:

- Official transcripts from all post-secondary institutions attended demonstrating a combined cumulative GPA of 2.5 or higher and completion of an associate degree or higher.
- Official transcript indicating enrollment in or an earned associate degree or equivalent diploma from a JRCERT-accredited radiography or nuclear medicine technology program.
- Three completed Carolinas College reference forms.
- Verification of eight hours of clinical observation in a radiation therapy department prior to the college interview.
- Interview with college faculty (scheduled with most competitive applicants after review of application and transcripts).

## Radiologic Technology

The general admission criteria for the **Radiologic Technology** program include:

- Official high school transcript verifying graduation or equivalent (may be waived for college graduates upon request). Minimum 2.5 cumulative GPA for math and science courses.
- Official transcripts from all post-secondary institutions attended with a combined cumulative GPA of at least a 2.5.
- Official SAT or ACT test score report with a minimum 900 (SAT) or 19 (ACT). Copies of official score reports and scores reported on an official transcript will be accepted (waived for college graduates). For the SAT, only the critical reading and math scores are considered in calculating the minimum requirement.
- Interview with college faculty (scheduled with most competitive applicants after review of application and transcripts).

Additional admission criteria for entry via the **Pre-Radiologic Technology** track include:

Students seeking guaranteed admission via the general studies pre-radiologic technology track who earn an overall GPA of 3.23 in the following four courses will receive guaranteed admission to the radiologic technology program: BIO 101, BIO 102, MAT 101 and HLC 102. Guaranteed admission must be earned in three consecutive semesters. Students must also complete a four-hour observation in a radiology-related area and submit a personal reflection evaluation form and an observer evaluation form. A post-clinical shadowing conference will be scheduled following the observation.

Additional admission criteria for entry into the **Radiologic Technology Bridge** program include:

Applicants who have completed a diploma program in radiologic technology and hold a current, unencumbered certification as a registered radiologic technologist may earn an associate in applied science degree in radiologic technology by completing the bridge program. To apply, the applicant must submit official transcripts from all post-secondary institutions attended.

### Final Pre-Enrollment Requirements

All offers of admission are sent by email and are contingent upon successful completion of the pre-enrollment requirements listed below:

- Signed admission confirmation and non-refundable \$200 deposit (for credit programs)
- Signed admission confirmation and non-refundable full course fee (for non-credit courses)
- Immunization records indicating current and complete compliance with NC Administrative Code (10A NCAC 41A.0401) as amended in 1994 (non-degree students, SBBT, and RN to BSN students are exempt from this requirement).
- Completion of the on-line criminal background authorization form (non-degree, general studies, RN to BSN, and/or students who are Atrium Health teammates are exempt from this requirement).
- Completion of a health assessment and baseline drug screen (non-degree, general studies, RN to BSN, and/or students who are Atrium Health teammates are exempt from this requirement).
- Proof of graduation from high school (or college for clinical laboratory sciences and radiation therapy applicants).
- Receipt of official transcripts for final grades in any 'in progress' coursework noted on the application.
- Verification of eligibility for clinical placement (non-degree, general studies and RN to BSN students are exempt from this requirement).
- Verify compliance with all essential functions of the program.
- Complete Mental Health First Aid Training (all students except non-degree seeking and RN to BSN)



In addition to the above requirements, accepted applicants must meet the individual program requirements listed below:

- Submit a current copy of the ARRT certification card (radiation therapy).
- Submit documentation of current Basic Life Support for Healthcare Providers certification from an approved American Heart Association course with an expiration date on or after one year of study (nursing, radiation therapy, & radiologic technology).
- Submit official transcripts demonstrating completion of required pre-requisite courses with a "C" or better. Grades in AP, IB or honors courses will be considered individually. High school-level algebra, biology and chemistry are required for nursing and radiologic technology programs. High school-level biology is required for the general studies program). College-level algebra or equivalent is required for the radiation therapy program.
- Submit verification of placement on the NC Nurse Aide I registry. To be placed on the registry, applicants must have completed an accredited Nurse Aide I course and passed the Nurse Aide I exam. This requirement must be met prior to enrollment (ADN nursing).
- Complete the Test of Essential Academic Skills (TEAS) at the identified benchmark determined by members of the faculty (Effective January 2019 term, all students are required to take the TEAS test except non-degree seeking and RN to BSN students. For nursing students, the individual TEAS score must be at or above the 50th percentile rank on the national mean.)
- Complete the Smarter Measure Learning Readiness Indicator (Effective January 2019 term, all students are required to complete the Smarter Measure assessment).
- Satisfactorily complete sterile dressing, medication administration and a physical assessment without coaching (nursing – LPN and transfer only).
- Be at least 18 years of age (radiologic technology, radiation therapy).

## Readmission Processes

### Readmission

A student seeking to return to a program following a withdrawal or dismissal, except after an approved leave of absence, must apply to be readmitted. The student submits the progression/readmission application packet with a nonrefundable application fee to the dean of student affairs and enrollment management. It is recommended that students complete a program within 150% of normal completion time. A dismissed or withdrawn student is eligible for readmission to the same program only one time.

A student applying for readmission to the college must reenter no later than one year from the last successfully completed applied course. Applied courses (i.e., NUR, RAD, etc.) must be repeated if the length of time between successful completion of a course and readmission to a consecutive course exceeds one calendar year or if substantial curriculum changes have occurred. Students applying for readmission into the first course in a healthcare program must do so by the published deadlines for that start date, otherwise, the deadline for applying for readmission is generally three months prior to the anticipated start date.

Applicants for readmission known to be in default on a student loan or owing money to the college will not be considered for readmission nor will those ineligible for clinical placement with Atrium Health A student may be readmitted to a program only once. Readmitted students who are unsuccessful in any additional master curriculum course will be academically dismissed and ineligible for readmission into their current program. Applications for readmission are reviewed by the Admission, Progression and Graduation (APG) Committee, with decisions based on the following:

- Interview with the APG Committee – Required for students who were dismissed, if requested by the APG committee for students who withdrew.
- Academic and administrative experience at the college.

- Exit information provided by the program chair, faculty, student success coordinator, and/or others, related to factors that may have led to the withdrawal/dismissal of the student (e.g., progression paperwork).
- Actions taken to remedy problems that interfered with prior success, if relevant.
- Anticipated probability of success upon reentry.
- Space availability.

Additional aspects of progression and readmission are addressed in program-specific sections of this catalog.

### **Academic Renewal**

Student success is of the utmost concern and students are encouraged to persist to graduation. In the event students are unsuccessful, an opportunity for academic renewal exists. Academic renewal allows previously enrolled students to apply to their former or another program and receive grade forgiveness for prior coursework in which they were unsuccessful. Applicants must complete the online application process and meet all admission criteria, rank competitively, and complete all pre-enrollment requirements expected of the current, accepted cohort. They must also submit a formal request for academic renewal with the director of admissions and recruitment. Academic renewal is available to former students who have been separated from the college for at least 24 months and who left the college in good standing. In addition to grade forgiveness, students readmitted under academic renewal will be considered new students in terms of progression policies and other enrollment policies. Different rules and procedures may apply for those receiving financial aid.

### **Transfer and Advanced Standing Credit**

The College recognizes knowledge and competence attained through formal, non-formal and non-traditional approaches to learning. The director of student records and information management will evaluate the transcripts of all applicants who accept their offer of admission for advanced standing credit. All advanced standing credit will be considered transfer credit, will not earn a grade, will not be included in the calculation of the grade point average, and will not be included in the calculation to determine satisfactory academic progress. Comparable courses with grades of "C" or better from regionally accredited degree granting post-secondary institutions, advanced placement examinations, SAT scores, CLEP scores and/or challenge examinations may be considered for credit. "Comparable courses" are those which are similar in breadth, depth and content to those at Carolinas College and are taught by faculty members with similar qualifications. Students must submit the Transfer Credit Evaluation Request Form along with the course description and course syllabus for each course where credits were received from non-regionally accredited institutions or not initially believed to be equivalent to Carolinas College coursework. Challenge testing is approved and administered by the general studies program chair. Time limitations may apply for transfer credit. Students may not be dually enrolled in another institution for the purpose of receiving transfer credit. Students must complete 25% of required program credits at Carolinas College. Students can receive a maximum of 75% of the total coursework required for graduation from any program through advanced standing or transfer credit. All requests for evaluation for advanced standing credit must be for work completed prior to enrolling at Carolinas College. All requests must be submitted to the director of student records and information management 30 days prior to the end of the first semester of a student's enrollment to allow time for evaluation and resolution of the request by the end of the student's first semester of enrollment.

## ESSENTIAL FUNCTIONS

The following are examples of activities which a student is required to perform in order to be successful in the specific program. Reasonable accommodations in meeting the essential functions may be provided upon request.

### General Studies (including Pre-Nursing & Pre-Radiologic Technology), Nursing (ADN & BSN)

- Critical thinking ability sufficient for clinical judgment; ability to organize responsibilities, identify cause-effect relationships and make decisions. Collect, organize and analyze data and clearly communicate in verbal and written form. Manage time and systemize actions to complete tasks.
- Interpersonal abilities sufficient to interact with individuals, families and groups from a variety of social, emotional, cultural and intellectual backgrounds. Ability to establish rapport with patients, families and healthcare team members.
- Communication abilities sufficient for interaction with patients, family, faculty, staff, physicians and other healthcare professionals in verbal and written form. Ability to effectively read and comprehend technical and professional materials and to follow oral and written instruction.
- Ability to initiate patient education, to interpret and document patient actions and to initiate appropriate responses.
- Physical abilities sufficient to walk, bend, push, pull, lift, balance and maneuver in small places; maneuver heavy equipment; lift, carry and balance items weighing up to 50 pounds individually or additional weight with assistance; full range of body motion; gross and fine motor abilities sufficient to provide safe and effective care; endure long hours of standing, walking and sitting.
- Tactile, auditory and visual acuity sufficient for physical assessment; to observe and monitor patient responses; to perform palpation functions; to perform therapeutic interventions and to interact in clinical, lab and classroom environments.

### Histotechnology, Medical Laboratory Science and Phlebotomy

- Physical abilities sufficient to move from room to room, maneuver in small places, reach and bend and sit and stand for prolonged periods performing moderately taxing continuous physical work. Ability to stoop, reach and lift 50 pound loads.
- Gross and fine motor abilities sufficient to manipulate, maneuver, adjust and control small objects with coordination, such as tissues, forceps, glass slips, and coverslips (Histotechnology); phlebotomy equipment to collect blood specimens from patients (Medical Laboratory Science); and effectively and efficiently operate laboratory equipment, control and adjust laboratory instruments, manipulate a computer keyboard and calculate, record and transmit laboratory information.
- Visual abilities sufficient to distinguish color, consistency, depth and density of biological specimens and reagents, employ a clinical grade microscope to discriminate fine differences in structure and color in microscopic specimens and read calibration lines on pipettes, laboratory instruments, graphs displayed in print and on a video monitor.
- Critical thinking abilities sufficient to demonstrate rational judgment, organize tasks and responsibilities, make logical decisions and analyze data and reports. Recognize and safely work with hazardous materials, infectious biological specimens and equipment.
- Communication abilities sufficient to communicate effectively and efficiently in English, read and comprehend technical and professional materials, accurately follow oral and written instructions in performing laboratory tests, communicate with faculty, students, staff, physicians and other healthcare professionals in oral and written formats, independently prepare research papers and present reports and take paper, computer and laboratory practical examinations.



## Radiation Therapy and Radiologic Technology

- Critical thinking ability sufficient for sound judgment; sufficient problem-solving skills to perform duties in a timely manner; ability to organize responsibilities; ability to identify cause-effect relationships and make decisions; ability to manage time and systemize actions to complete tasks; ability to collect, organize and analyze data; ability to recognize potentially hazardous materials, equipment and situations and proceed safely.
- Interpersonal ability sufficient to interact effectively and sensitively with individuals, families, and groups from a variety of socioeconomic, cultural, emotional, racial, religious and intellectual backgrounds; ability to establish rapport with patients, families and healthcare professionals.
- Communication ability sufficient for interaction with patients, family, faculty, staff, physicians and other healthcare professionals in verbal and written form; ability to read and comprehend technical and professional materials and to follow oral and written instruction; ability to clearly and concisely convey instructions and assess comprehension and ability to recognize and respond appropriately to non-verbal cues.
- Physical ability sufficient to endure long hours of walking and standing; routinely walk, bend, push, pull, lift, stoop, kneel, squat, balance and maneuver in small places; maneuver heavy equipment; ability to lift 20 pounds over the head; lift, carry and balance items weighing up to 50 pounds individually or additional weight with assistance; possess a full range of body motion; coordination and muscular control; ability to reach and operate overhead equipment.
- Gross and fine motor skills sufficient to manipulate equipment and to provide safe and effective care; ability to manipulate a computer keyboard.
- Hearing sufficient to adequately perceive and interpret audio signals from equipment and alarms, and to respond to patient questions or comments.
- Visual acuity to work in dim lighting and distinguish colors; ability to view computer monitors for extended periods.
- Tactile ability sufficient for physical assessment, to observe and monitor patient responses, to perform palpation functions, to perform therapeutic interventions, to manipulate and position patients and to interact in clinical, lab and classroom environments.
- Olfactory senses sufficient to smell or detect smoke, chemicals and electrical hazards.

## Specialist in Blood Bank Technology/Transfusion Medicine

- Critical thinking abilities sufficient to demonstrate rational judgment, organize tasks and responsibilities and make logical decisions.
- Interpersonal abilities sufficient to interact with individuals from a variety of backgrounds.
- Communication abilities sufficient to communicate effectively and efficiently in English and read and comprehend technical and professional materials.
- Gross and fine motor abilities to manipulate required laboratory equipment.
- Visual ability sufficient to discern colors and perform designated procedures.



## Tuition and Fees

Carolinas College of Health Sciences maintains the following tuition and fee schedule.

Tuition (per semester credit hour):	
<b>All Courses</b> (GEN, NUR & RAD)	\$350
<b>Program Tuition</b> (payable incrementally for each semester of enrollment)	
Histotechnology	\$8688
Medical Laboratory Science	\$8688
Radiation Therapy	\$8805
<b>Non-Credit Courses</b> (per course or program)	
Phlebotomy	\$625
Specialist in Blood Bank Technology/ Transfusion Medicine	\$2800
<b>Fees</b>	
Application Fee	\$60
Admission Deposit and Background Check Fee (effective for cohort entering in January 2019, covers onboarding expenses, is not applied to tuition)	\$200
Access Control Fee (per semester)	\$20
Activity Fee (per semester)	\$30

Fees (continued)	
Learning Resource Fee (per semester):	
0 - 5 Credit Hours	\$125
6+ Credit Hours	\$225
Science Lab Fee	\$40
Science Course Pack Fee	\$10
Nursing Lab Fee (101 & 202)	\$240
Nursing 101 (Skills Module Fee)	\$127
Nursing Lab Fee (Intermediate)	\$120
Radiation Therapy Lab Fee	\$80
Radiologic Technology Lab Fee (RAD 110 & RAD 212)	\$115
RAD 110 Course Pack	\$35
RAD 110 Markers Fee	\$25
Graduation Fee (final semester only – Fall or Spring)	\$200
Graduation Fee (Summer)	\$155
Returned Check/NSF Fee	\$25

<b>Textbooks, Supplies and Uniforms</b> (approximate annual cost, purchased from third parties)	
Histotechnology	\$400
Medical Laboratory Science	\$700
ADN Nursing – Beginning Nursing	\$1000
ADN Nursing – Intermediate Nursing	\$500
ADN Nursing – Advanced Nursing	\$150
RN to BSN Nursing	\$500
Radiologic Technology (Level I)	\$700

Radiologic Technology (Level II)	\$300
Radiation Therapy	\$1100
Specialist in Blood Bank Technology/ Transfusion Medicine	\$400
Surgical Technology	\$500

Note: Certain programs and courses may have additional fees. Medical insurance is available on a per-semester basis payable directly to the insurance provider. See student affairs office for details.

### Refund Policy

The tuition refund policy is applied to students who officially withdraw for any reason and is based on the date the withdrawal is submitted to student affairs. This policy applies to all standard and non-standard academic terms. Student fees, application fees, and admissions deposit are not refundable. When a student officially withdraws, the college will refund tuition according to the following schedule:

- Withdrawal before the first day of classes: 100% is refunded
- Withdrawal/dismissal within the first 10% of the term: 75% is refunded
- Withdrawal/dismissal between 11% and 25% of the term: 50% is refunded
- Withdrawal/dismissal after 25% of the term: No refund

The college will retain a minimum tuition amount of \$100 for withdrawals after the start of class. Full tuition will be retained for phlebotomy classes or specialist in Blood Bank Technology/Transfusion Medicine for students who do not officially withdraw within two business days prior to the class start date.

A separate refund policy will apply to Title IV Federal Financial Aid. When a refund is due to the Department of Education due to unearned financial aid, that amount will be deducted from any tuition refund owed to the student.

### Financial Aid

The college administers financial aid without regard to race, color, age, religion, gender, sexual orientation, gender identity, national origin, veteran status, disability, genetic information or any other basis prohibited by law. Financial aid options offered to students enrolled in eligible programs include the following:

- Federal Pell Grant
- Federal Supplemental Education Opportunity Grant (SEOG)
- William D. Ford Federal Direct Loans
- Federal Direct Parent Loan for Undergraduate Students (PLUS)
- Federal Work Study
- Alternative Loans (Private Loans)
- Veteran's Benefits (GI Bill)
- Atrium Health Educational Loan Forgiveness Program
- Scholarships (merit, need-based, special application)
- North Carolina Forgivable Education Loan for Service Program (FELS)
- North Carolina Need-Based Scholarship Program



Students must complete the most current Free Application for Federal Student Aid (FAFSA) in order for their eligibility for federal student aid funds to be determined. The FAFSA is available online at [www.fafsa.gov](http://www.fafsa.gov). Carolinas College's Federal School Code (031042) must be included on the FAFSA so the processed results can be accessed by the financial aid office. Once the FAFSA information has been processed and reviewed by the financial aid office, the applicant will be contacted if further information is required. An award letter will be sent to the applicant upon file completion. Submission of a complete, current FAFSA is also required for the determination of many college-based scholarships.

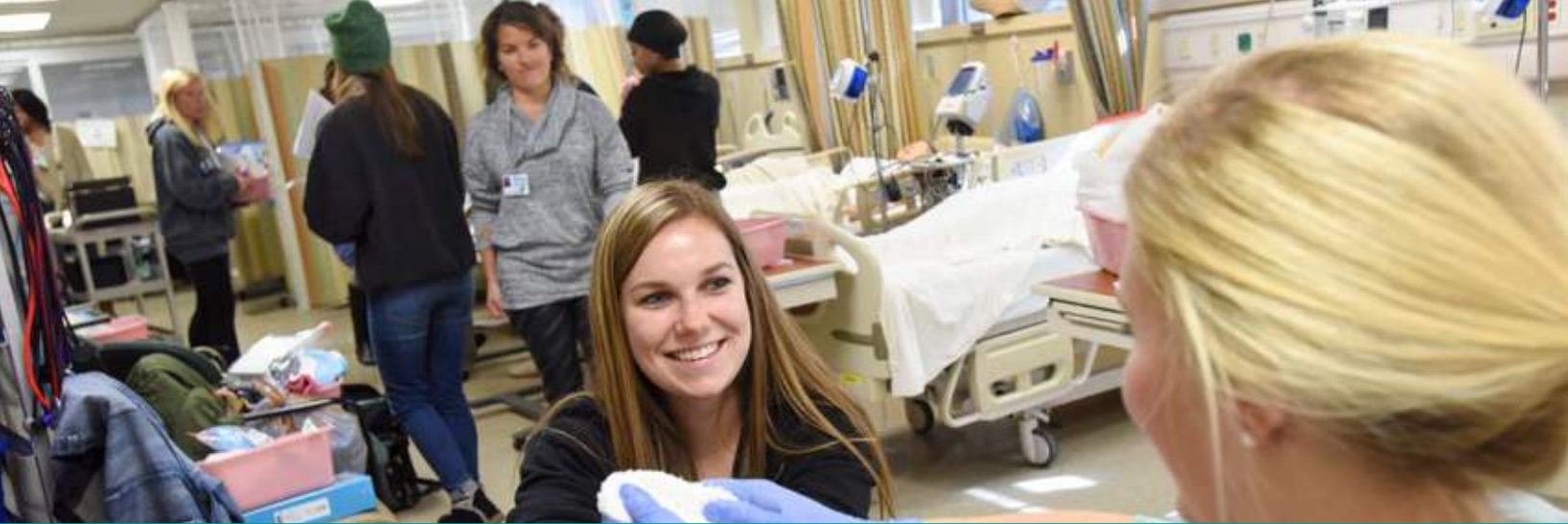
If a student receiving federal financial aid funds completely withdraws from the college before the 60% point of the term, a portion of the awarded funds must be returned to the federal aid program after calculation of the return to Title IV Funds.

Carolinas College is a veteran-friendly college and seeks to ensure that veteran students are successful. We offer support services for veterans, designated space for meeting and studying, training for faculty and staff and partnerships with Atrium Health and local veteran agencies. Veterans' benefits are available for eligible students enrolled in qualified programs. Details can be found at [www.gibill.va.gov](http://www.gibill.va.gov).

For the most up-to-date financial aid information, please visit the college website, [www.CarolinasCollege.edu](http://www.CarolinasCollege.edu).







## Facilities and Services

Carolinas College is the primary occupant of the 40,517-square foot Rankin Education Center, located on the campus of Carolinas Medical Center and leased from Atrium Health. The building houses classrooms, offices, laboratories and common space for both students and personnel.

Along with dedicated space on the Carolinas College campus, the laboratory at Carolinas Medical Center-Mercy serves as a didactic and student lab space for the histotechnology and medical laboratory science programs, providing an integrated learning environment equipped with individual work stations and manual instrumentation commonly seen in contemporary laboratories for a comprehensive learning experience.

### Bookstore

As a service to students, faculty and staff, the college contracts with an online bookstore. Textbooks, supplies and course-related materials are available. The online bookstore is accessible through a link on the college website and through the New Student Onboarding Page.

### Skills Labs

Most of the college's programs have a dedicated or shared lab available to students and faculty during and outside class time, allowing for learning experiences and the practice of skills.

### Carolinas Simulation Center

Carolinas College provides its students and faculty access to Carolinas Simulation Center, a globally-recognized, multidisciplinary education center. The center is accredited by both the American College of Surgeons as a Comprehensive Education Institute and the Society for Simulation in Healthcare in the areas

of assessment, research, teaching/education, and systems integration. One of only a few centers in the world with dual accreditation distinguishes the center as a regional leader in providing simulation-based healthcare education. Carolinas Simulation Center is available to college faculty members for teaching specific skills and clinical situations in a simulated environment and to students for the practice of skills, critical thinking, communication and teamwork.

### Library

The college contracts with the Charlotte Area Health Education Center (AHEC) Library located near the college on the campus of Carolinas Medical Center to provide comprehensive information and library services to students and faculty members. The library is an 11,500-square foot facility providing print and digital media and reference materials as well as multiple computer stations, audio-video viewing rooms and conference rooms. Wi-Fi enabled meeting and quiet study spaces are available 24-hours a day, seven days a week via ID badge access. The library's

collection is organized according to the National Library of Medicine's classification standards. In addition to the traditional library services, students and faculty members have full access to the AHEC Digital Library (ADL) providing more than 7,000 full-text journals, e-books and robust databases. The ADL is available from any computer with internet access, either on or off campus.

## Computer Lab and Access

The college computer lab is open 24-hours a day, seven days a week to all students. Personal computers with appropriate software, internet access, and printing capabilities are available. The lab offers multimedia resources for assigned work, remediation or supplemental work. Guidelines for use are available in the lab. Additional computers for student use are available in the Charlotte AHEC Library.

The college's computer lab meets the needs of students. However, all students must have a Windows- or Mac-compatible computer; computers for students taking course on campus must be portable. (Tablets like iPads and Surfaces are acceptable. Android-based tablets and Chromebooks are not acceptable). Personal devices must meet the hardware and software requirements listed below:

- **Operating system (one of the following) with updates enabled**
  - Windows: 10, 8.1
  - Mac: OS X 10.10 to 10.13
  - iOS: 10.3+ (iPad only)
- **Broadband Internet Connection (DSL, cable, satellite)**
- **1 GB free hard drive space (500 MB for iPads or Surfaces)**
- **Software**
  - Modern internet browser (Chrome, Safari, FireFox, Internet Explorer or Edge)
  - Office 365 for Education (provided by college)
  - Adobe Acrobat Reader
  - Adobe Flash Player
  - Java
  - Modern antivirus program (AVG, AVAST, or Windows Defender)
  - Modern media Player

Some courses require additional specialized software or hardware (e.g., webcams, headsets, etc.). In

this case, the software requirements will be clearly outlined in the particular course syllabus. Students are then responsible for acquiring access to the specialized software or hardware, either through the college computer lab or off-campus. Students are responsible for knowing how to operate their chosen computer system and the required software packages. Computer skill training is available through the college computer lab. The college is not responsible for maintaining students' personal computers.

## Intellectual Property

Intellectual property is an important asset to the Carolinas College educational community and the college seeks to uphold the highest standards of clear institutional direction regarding ownership, compensation, copyrights and use of the revenue derived from such property. Additionally, the college wishes to ensure that best current practices are modeled in delineating the legal rights to products of the mind and the intended or unintended access to such property. For this reason, Carolinas College chooses to default to the Atrium Health's equivalent policy: Ownership and Commercialization of Intellectual Property (ADM 240.07) and this policy will apply to all Carolinas College staff, faculty and students. It addresses all categories of intellectual property and related issues such as ownership, governance and dissemination of intellectual property. The policy is available to staff and faculty through the Atrium Health Policy Manual and is accessible to students through the student affairs office.

## Student Email

Students are provided a college email address that is used for all official and emergency notifications. Students are expected to check this email on a regular basis or forward it to an account that they regularly use.

## Food Service

A canteen is available 24/7 at the college offering hot and cold foods and a variety of snacks and drinks. Also available within easy walking distance on the hospital campus are two cafeterias (one at Carolinas Medical Center, one at Carolinas Rehabilitation Hospital), a Panera restaurant (at Carolinas Medical Center), a Chick-fil-A® restaurant (Medical Center Plaza) and a Starbucks® (Morehead Medical Plaza). Microwaves and refrigerators are also available at the college for student use.

## Emergency Response Plan

The college's Emergency Response Plan includes policies, procedures and organizational structure for response to emergencies that are of a magnitude likely to cause a significant disruption to the functioning of all or portions of the college. A copy of the plan can be accessed through the student affairs office or via the college's information portal.

## Emergency Alert System

Carolinas College maintains an emergency alert text system for timely notification of events that may affect the operation of the college. Faculty, staff and students can opt in and out of this service. Notifications are sent by text, email and by posting to the college's information portal.

## Fire Procedures

In the event of fire, smoke or burning smell, personnel and students should:

- Remove any persons from immediate danger. If a room fire occurs, close the door after persons are removed.
- Pull fire alarm. Fire alarm boxes are located at each exit.
- Advise those around to evacuate.
- Dial 911 and report the location of fire or smoke and your name.
- Evacuate the building through the nearest exit and gather across Blythe Boulevard near the entrance to the greenbelt walkway.
- Do not reenter the building until given an "all clear" signal.



## Student Affairs and Services

The mission of the Department of Student Affairs is to facilitate and provide reliable student services in a caring environment throughout the education process, regardless of location or course delivery method. Student affairs staff are student advocates committed to providing excellent support leading to an exceptional enrollment experience, successful program completion, and career placement. This is accomplished through the following policies, services and benefits.

### Advisement

All students enrolled in credit programs or in general studies courses are assigned a faculty advisor upon acceptance to the college. Students may request an appointment any time questions arise during the educational program or for advice on course planning and registration. A minimum of one meeting with one's advisor per semester, either in-person or electronically, is expected and required in order for a student to register for the next semester. Clinical Laboratory Science students are not required to meet with their advisor prior to registration.

### Counseling

Confidential professional counseling is available to all enrolled students through the Employee Assistance Program (EAP) (704-355-5021) and through Atrium Health's Spiritual Care Department (704-355-2218). Services or referrals are available for academic problems, stress management, family, spiritual or other matters. Confidential advising is available through the dean of student affairs and the student success coordinator.

### Student Success Center

Carolinas College is committed to the success of each student. Student success is a shared responsibility between the college and the student. One of the ways in which Carolinas College demonstrates its commitment is through the Student Success Center. The Center provides academic resources including peer tutoring, study skills, stress and time management resources. Additional services include job placement information on PT/PRN opportunities for students while enrolled and employment opportunities upon graduation by working collaboratively with Atrium Health's New Grad Center and Human Resources.

### Individuals with Disabilities

Student success is of the highest priority at Carolinas College. Specific questions concerning the essential functions of a program should be referred to the student success coordinator. Students with a qualifying disability who need reasonable accommodations to meet a program's essential functions should request accommodations through



the office of the student success coordinator upon admission to the college. Students will be directed to complete a request form and to support the request with appropriate documentation. Based on the submitted documentation, a determination will be made regarding reasonable accommodations and communicated to the student. If the student disagrees with the determination, they can request a secondary review. The dean of student affairs, the provost and a representative from the academic program will then evaluate the request to determine the appropriate accommodations to provide, if any.

### Faculty Office Hours

Faculty and staff members at Carolinas College generally maintain an open-door policy. Office hours are posted on weekly calendars on most faculty office doors, both to communicate availability and to facilitate requesting an appointment, if desired. All faculty and staff members have voice messaging and email contact information available through the college directory on the website.

### Safety

For the safety and security of all students and personnel, students are expected to wear their name badge above the waist and clearly visible at all times when on campus, report unsafe conditions immediately and wear appropriate personal protective equipment (PPE) as needed. Students arriving on campus without an ID badge are required to secure a temporary badge from the front desk. The new student onboarding process and orientation will include instruction on HIPAA, corporate compliance, blood-borne pathogens, fire safety, handling hazardous materials, reporting injuries or accidents and maintaining a safe environment. Annual safety continuing education is required of all two-year students.

Periodically throughout the year, tests of the emergency notification system, the fire alarm system and the emergency evacuation plan are conducted. All students are expected to participate. For tests of the emergency notification system, a text message will be sent to students who have opted into the text service and an email will be sent to the official college email address. Findings on all emergency drills will be used to improve processes.

### Security

Atrium Health's Corporate Security is available to provide assistance with security issues and concerns at the college. Security problems should be reported to Security Dispatch at 5-3333 from an on-campus phone or 704-355-3333 from an off-campus or cell phone. To request an escort after hours or assistance with car troubles, call 704-355-2093.

### Health Screenings

Following the Tuberculin Skin Test (TST) and physical health assessment required as pre-enrollment activities, students must annually renew the TST during or within 60 days before their birth month. Students are also required to be in compliance with Atrium Health's annual flu vaccination requirement.

### Student Employment

During school hours, students in clinical experiences are under the supervision of faculty or preceptors and are not considered employees of the facility. Students may be employed in a clinical facility but this employment is outside school hours, is noncompulsory and will not count toward credit for graduation. The College assumes no responsibility for work performed by students when they are not in their student role. Students will not be substituted for regular staff in the clinical environment. At the discretion of the clinical preceptor, students enrolled in the school of clinical laboratory sciences who demonstrate proficiency may be permitted to perform procedures under qualified supervision.

### College Newsletter

Items for the monthly college newsletter should be submitted to the president's administrative assistant and are subject to space limitations. Requests for publishing a recurring newsletter/serial must be approved by the president. Such publications may reflect student opinion, but are expected to uphold high levels of journalistic responsibility and integrity. To this end, student organizations have assigned advisors who work closely with student editors. Publication matters of significant controversy are resolved by the college leadership team at regular or called meetings.

### Student Right-to-Know/Clery Act

The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act) is a federal law which requires all colleges that participate in federal financial aid programs to keep and disclose

information about crime on and near their respective campuses. The Carolinas College Safety and Security Report includes statistics for the previous three years concerning reported crime that occurred on campus, including certain off-campus buildings owned or controlled by Atrium Health, and on public property within or immediately adjacent to campus. The report also includes institutional policies concerning campus safety, such as alcohol and drug use, crime prevention, crime reporting and sexual assault.

### Title IX Compliance

Carolinas College does not tolerate discrimination or harassment and will endeavor to protect students and teammates from inappropriate actions of others inside or outside the college community. Allegations of discrimination or harassment will be taken seriously and will be acted upon following college policy. The College does not discriminate or permit discrimination by any member of its community against an individual.

The College complies with Title IX of the Education Amendments of 1972, and its implementing regulations, which prohibit discrimination based

on sex (including sexual harassment and sexual violence) in the college's educational programs and activities. Title IX also prohibits retaliation for asserting claims of sex discrimination. Concerns or inquiries regarding the application of Title IX regulations may be directed to Sam Smith, Title IX Coordinator, at 704-355-4025. Also see "Community Standards" in this publication for more information regarding the college's intolerance for discrimination and harassment. Completion of the annual Title IX training is a requirement for all faculty, staff and students of Carolinas College.

### Transportation and Parking

Students are provided access to parking on the campus of Carolinas Medical Center in the MMP Deck. Students who park in undesignated areas may be fined, ticketed and towed. Ultimately, parking violations may be found to constitute a violation of the college's community standards policy. Students are responsible for their own transportation to the college and to clinical sites.



## Student Organizations and Engagement

The opinions and ideas of students are highly regarded by the faculty, staff and administration of the college. Student participation in the life of the college and in the decision-making process is encouraged through student organizations, college committees and other opportunities for involvement.

### College Committee Structure

Standing college committees provide a means for students to function in an effective, democratic manner in planning, implementing and evaluating activities and programs within the college. Students serve as voting members on (at minimum) the following committees: Admission, Progression and Graduation (APG); Safety; Teaching and Learning; and Nursing Curriculum.

### Student Leadership Council (SLC)

The dean of student affairs convenes a bi-monthly meeting with the student leaders of the college including student organization officers. In addition to the leaders of the recognized student organizations, each program not represented in that leadership is to select a representative to serve on the SLC. This ensures fluid communication and transparency, provides students a voice in college decision-making and informs the dean of the current concerns, ideas and issues facing the students. The dean of student affairs is always available to hear student concerns and/or respond to student inquiries.

### Open Forums

Open Forum with the President is an online forum accessible via Moodle. Click the Open Forum with President Hopkins link on your dashboard to access the page. Click the "Open Forum" link to begin a conversation. Once there, simply add a new topic or reply to others. Note: If you want to have a private discussion with President Hopkins, please contact him at [hampton.hopkins@carolinascollege.edu](mailto:hampton.hopkins@carolinascollege.edu) to arrange an online Chat time.

## Phi Theta Kappa

Phi Theta Kappa (PTK) is an international honor society founded to recognize and encourage scholarship among two-year college students. PTK provides opportunity for the development of leadership and service, for an intellectual climate for the exchange of ideas and ideals, for lively fellowship among scholars and for stimulation of interest in continuing academic excellence. Membership criterion is a cumulative GPA of 3.25 or better after completion of 12 semester hours of coursework in a two-year program leading to an associate degree. A cumulative GPA of 3.0 is required for continued membership. Induction into the Beta Zeta Sigma Chapter of PTK occurs in the fall, spring and summer semesters.

### Student Ambassadors

Student ambassadors serve the college as new student orientation representatives and in other outreach and service capacities. This student organization is committed to finding opportunities to represent the college within Atrium Health and in the community at large to grow awareness of the college.

### Student Nurses Association

Nursing students are encouraged to participate in the Student Nurses Association (SNA). Through participation, students grow professionally as they collaborate with other local chapters and the state and national associations. The nursing program chair appoints a nursing faculty member to serve as the advisor. The faculty advisor guides the SNA activities within the framework of the purpose, goals, policies and procedures of the college. Membership fee is required.





## College Standards & Expectations for Professional Behavior

Carolinas College seeks to provide an environment in which learning, teaching and related activities are undertaken freely, safely, responsibly and without distraction. We exist in a diverse campus community, so our actions must be motivated not only by personal concerns but also by the concerns of our healthcare system partner, the community and the welfare of the college. The college has outlined the expectations for professional behavior through policies governing community standards, code of student conduct, academic integrity, and standards of clinical practice.

### COMMUNITY STANDARDS

The policies and procedures of the college establish standards of professional conduct such that each member of the college community has the freedom to pursue academic and curricular activities in an educational context of healthy, responsible, ethical and respectful behavior.

#### Disruptive Behavior

Disruptive behavior includes but is not limited to inappropriate behavior, sleeping in class or clinical, failure to turn off cell phones or other electronic devices or violating computer restrictions. Course faculty have the right to remove a student from the classroom or a clinical experience for disruptive behavior and/or to refer the matter to the dean of student affairs for investigation and potential disciplinary action.

#### Alcohol, Drug, and Tobacco Use

Carolinas College of Health Sciences and the entire Carolinas Medical Center campus is a tobacco-free environment. Tobacco use, including e-cigarettes, is not allowed on campus grounds or in campus buildings. Students taking prescription and non-prescription drugs that may affect their ability to perform assigned duties must report this to the faculty member. The use of illicit drugs or alcohol during scheduled school hours or the possession of illicit drugs or alcohol on campus will result in immediate dismissal. Drug or alcohol charges or convictions arising outside the college must be reported to the dean of student affairs within five days of the occurrence. Charges or convictions of illegal activity related to the possession, use, manufacture and distribution of prescription or illegal drugs will result in immediate suspension while an investigation is conducted. Students dismissed due to drug or alcohol violations may not be readmitted earlier than one year from the semester in which dismissal occurred.



Following the initial baseline drug screen required of all new clinical or laboratory science students, additional drug and alcohol tests may be conducted randomly or for cause to ensure compliance. Failure to comply with a request for drug or alcohol testing is treated as a positive test. A positive test may suspend clinical privileges, which may negatively affect progress in the program. Students with positive tests will be referred to teammate health for case management. If a positive test is within the first 90 days of enrollment, the student will be dismissed. Otherwise, the student will be referred to the Employee Assistance Program (EAP) to be assessed for treatment needs and provided referrals. Students may be allowed to return to class and clinical based on cooperation and treatment assessment after consultation between teammate health, EAP and the dean of student affairs. A student who is allowed to return to class or clinical will be dismissed for a subsequent positive drug or alcohol test. Consult the Alcohol/Drug/Tobacco Use and Psychological Stability Policy for the full details on violations, sanctions, and adjudication process.

## Psychological Impairment

Students are expected and required to be in appropriate mental condition to perform assigned tasks or to participate in class, lab or clinical activities. College personnel rely upon the expertise of professionals with teammate health and the Employee Assistance Program regarding degree of impairment, treatment and an assessment of readiness to return to school.

## Intimidation and Harassment

The College prohibits and will not tolerate acts of intimidation, sexual harassment or abuse. Such behaviors violate the privacy and dignity of individuals and are a violation of federal and state laws. Intimidation includes, but is not limited to, actions or speech that causes another person to believe his or her personal safety or personal property may be at risk or harm.

Harassment of any kind will not be tolerated. Harassment relating to race, sex, religion, ancestry, ethnicity, age, sexual orientation, gender identity, veteran status or any other protected status is inconsistent with the college's commitment to create and maintain an educational environment that is safe and responsible and that supports and rewards achievement on the basis of ability and performance.

All students, faculty, and staff are required to complete Title IX training on an annual basis. Complaints of sexual harassment will be investigated by the college's Title IX coordinator, Mr. Sam Smith. To file a complaint of sexual harassment, Mr. Smith can be reached at [Samuel.Smith@carolinacollege.edu](mailto:Samuel.Smith@carolinacollege.edu) or at (704) 355-4025.

Other complaints of intimidation and harassment will be investigated by the dean of students affairs, Dr. Karen Lewis. To file a complaint, Dr. Lewis can be reached at [Karen.Lewis@carolinacollege.edu](mailto:Karen.Lewis@carolinacollege.edu) or (704) 355-5585.

## Weapons

Atrium Health, under North Carolina law (NCGS Section 14-415.23(a)), has adopted an ordinance prohibiting the possession of firearms or other weapons on campus. This prohibition is posted on all buildings including the Rankin Education Center which houses Carolinas College of Health Sciences. The possession of firearms and other weapons on campus will result in immediate administrative dismissal from the college.

## Dress Code

Students are considered part of the patient care team so it's important to project a respectful, professional, competent image to Atrium Health teammates, patients and fellow students. To project a professional image, to standardize expectations and to be consistent with Atrium Health standards, students are expected to follow the specific standards of appearance outlined below.

College-issued identification badges will be worn at all times at chest level or above with the student's picture clearly visible.

On the college's campus at the Rankin Education Center, students are expected to dress modestly and in good taste, including but not limited to:

- No tank tops.
- No exposure of midriff.
- No low-cut shirts or blouses.
- Shorts should be no more than three inches above the knee.
- Undergarments should be worn but not visible.
- No profanity, slanderous or disrespectful images or language, or promotion of inflammatory causes.
- No pajamas or slippers.

The following general dress code must be adhered to while in the clinical environment for scheduled coursework or participating in activities in the Carolinas Simulation Center:

- The official college-approved uniforms must be worn. Uniforms must be clean and wrinkle-free.
- Pant length is the top of the shoe.
- Dress length is no shorter than the middle of the knee.
- Only white or teal jacket or required personal protective equipment (PPE) may be worn over the uniform.
- No exposure of cleavage or chest hair. Students may wear white or black undershirts (short- or long-sleeved) or tank tops with no visible logos under uniforms.
- Undergarments are to be worn, but should not be visible, with no visible logos.
- Clean and polished shoes that are only leather or leather-style are required. Shoes are to have a solid top surface and closed toes.
  - Clinical Laboratory Sciences students: No clogs are permitted.
  - Nursing and Clinical Laboratory Sciences students: Must wear white or black shoes.
  - Radiologic Technology students: Must wear white shoes.
- Socks or hosiery covering the ankles are to be worn at all times.
  - Clinical Laboratory Sciences students: Socks must be white or black.
  - Radiologic Technology students: Socks must be white.
- Nails longer than  $\frac{1}{4}$  inch past the free edge of the nail, acrylic or other artificial nail tips may not be worn by anyone providing direct patient care because they increase risks of transferred bacteria to patients. Clear or light-colored nail polish may be worn, but may not be chipped.
- Makeup must be light with natural colors only.
- Hair is to be clean, dry, neat, and controlled. Extremes in hair-style and hair-color are not acceptable.
- Hair (short or long) that falls toward the face when the head is bent must be pulled away from the face with a plain band, clip, or barrette (no hair bows). Other head ware is not to be worn unless for approved religious or medical reasons.
- Any facial hair is to be clean and well-groomed.
- Perfume, cologne, or strong scents must not be worn.
- Jewelry and other accessories are to be conservative and are not to interfere with the performance of job duties or cause a safety risk for the student, patient, or others.
  - One ring or one wedding set may be worn on either hand.
  - Studs are the only permissible piercing jewelry. Up to two earrings may be worn per ear. No other visible body piercings are permitted.
  - No other jewelry may be worn except medic alert jewelry or a watch. Radiologic Technology students are required to wear a watch with seconds displayed.

- Tattoos are to be smaller than one inch in diameter. They must not be unpleasant or potentially unpleasant to our patients, visitors, or other team members. Otherwise, tattoos are to be completely covered. Examples of potentially unpleasant tattoos include designs that are violent, threatening, sexual, or that deface religious symbols.

For unscheduled but authorized, official student business in a clinical setting, such as researching an assignment or protocol, students may wear the college uniform as described above, or a college-approved white lab coat worn over business casual clothes.

- Business casual attire is modest, clean, and neat.
- No jeans, shorts, or sandals are permitted.

Other hospital-approved scrubs or uniforms are permissible in appropriate departments or clinical situations.

For visiting a patient care facility in an unofficial capacity, such as using the cafeteria or attending a meeting or a workshop, students should follow business casual guidelines. No jeans, shorts, or sandals are permitted and clothing must be modest, neat, and clean.

Students who make inappropriate clothing or accessory choices will be counseled by their faculty member, program chair or by the dean of student affairs and enrollment management, and may be sent home with a recorded class or clinical absence to change into acceptable attire. Repeated violations will result in counseling or disciplinary measures up to and including dismissal from the program and the college.

### Communication Devices

Cellular phones, smart phones and their ancillary equipment such as headphones and Bluetooth devices will not be used in a manner that causes disruption in the classroom, the clinical setting or within any facility utilized by the college. Phones must be on vibrate mode or turned off and out of sight in classrooms, computer laboratories, science laboratories, the AHEC library and other academic and clinical settings.

### Acceptable Use of Technology

Carolinas College offers an array of information technology resources for student and teammate use for support of the college mission. Users are expected to exercise common sense in the use/handling of all technology and associated information. Electronic communication should be professional and appropriate. User IDs and passwords are assigned as the primary means for authenticating access to technology resources. Users may not share their username(s) or password(s) with any other person and must be diligent in protecting them from exposure (e.g., changing the password every 90 days, log off devices when leaving a workstation). All college policies and codes of conduct are applicable to the electronic environment as they apply in all other college settings. These resources include authenticated access to college electronic services, including: access to college-owned computers and electronic devices; local and Internet network access; electronic devices; electronic mail (e-mail); phone service and voice mail; licensed software; electronic media content; library electronic resources; and other network-based services. The college has established standards and policies for the acceptable use of these resources and expects users to be familiar with and honor them.

The College recognizes participation in social media sites (Facebook, Twitter, LinkedIn, YouTube, etc.) is significant and can be used in positive ways to build community on and off campus. The College encourages responsible user participation in social networks. However, these outlets may also be used in inappropriate and harmful ways, so students and teammates who utilize social media and/or other cyber communities are expected to exercise discretion and uphold standards of good taste and respect.

- The college reserves the right, but has no obligation, to monitor social media interactions. A user advised of inappropriate content is responsible for removing that content within 24 hours of notice.
- Regardless of privacy settings, users should assume that information shared through social media is public information.

- Students and teammates must not use college email addresses for setting up personal social media accounts or to communicate through such media.
- Only designated individuals are authorized to speak on behalf of Carolinas College on social media or any other internet communication tool. Individuals without this authority must not represent that they are speaking or posting on behalf of the college, and must not start or maintain any social media site on behalf of the college.
- When an individual not authorized to speak on behalf of the college refers to his/her status (e.g., as a student, faculty) with the college in social media environment, that individual must make it clear that he/she is speaking only for him/herself and not for the college.
- College teammates are strongly cautioned against extending or accepting "friend" or other "following" requests from students. Students receiving an invite from a faculty or staff member may have a concern about refusing for fear of offending individuals with discretion over grades and/or sensitive information. Students extending invitations to faculty or staff may have expectations of preferential treatment.
- Users should not publish, post, or release information that is considered confidential or not public. Teammates are not to use or disclose student information in social media. It is important to recognize that a student may be identifiable even if his/her name is not used.
- It is generally not acceptable to post pictures of students or teammates without their permission.

## Gifts

Teammates of Carolinas College may not accept gifts or favors from students or patients. Students may not accept gifts from patients.

## CODE OF STUDENT CONDUCT

Students are expected to abide by college policies and federal, state and local laws. When behavior violates one of these tenets, students can expect the college to respond deliberately and appropriately. The Code of Student Conduct serves as the basis for student behavior and places responsibility for abiding by this code on the student. Consistent with the mission of the college, the disciplinary process seeks to educate students about responsible and appropriate behavior.

### Students have the right to:

1. Be evaluated on established grading criteria identified in each syllabus, not on opinions or conduct in matters unrelated to academic standards, unless that conduct is in conflict with standards of professional conduct or violates college or clinical facility policy.
2. Freedom of expression, inquiry and assembly subject to reasonable and nondiscriminatory college rules and regulations.
3. Inquire about and propose improvements in policies, regulations and procedures affecting the welfare of students through the Student Government Association, Open Forum with the President, individually with college administrators, and in writing through the complaint/grievance/appeal policy.
4. Privately confer with college personnel concerning a personal grievance. If the outcome is not satisfactory, the student may proceed to the next person in the organizational chain, to the dean of student affairs, and finally to the college president, to seek resolution.
5. Review their official school record and to request nondisclosure of certain information per college policy.



## Students accept the responsibility for:

1. Reading the College Catalog and Student Handbook and knowing, understanding and acting in accordance with college policies and all applicable regulations and laws.
2. Promoting the highest standards of ethical conduct. Students are expected to demonstrate honesty and integrity in academic, clinical and administrative matters.
3. Completing their academic curriculum properly. Program chairs, advisors and student affairs personnel will counsel students, but the final responsibility for knowing and meeting program completion requirements is the students'.
4. Respecting the rights of others and treating all with respect and dignity. Disruptive behavior, intimidation or harassment will not be tolerated. Disruptive behavior includes, but is not limited to, inappropriate behavior, sleeping in class or clinical, failure to turn off cell phones or other electronic devices or violating computer restrictions. Intimidation includes, but is not limited to, action or speech that poses a significant danger or threat of harm to person(s) or to property. Harassment relating to race, sex, religion, ancestry, ethnicity, age, sexual orientation, veteran status or disabling condition is inconsistent with the college's commitment to create and maintain a safe educational environment.
5. Maintaining healthy and professional physical and emotional behaviors that do not compromise the learning and/or clinical environment, including compliance with appropriate treatment or counseling within a reasonable period of time.
6. Maintaining the ability to perform the essential functions of the program and to participate in class, lab and clinical activities.
7. Reporting, in writing to the dean of student affairs, any charges, convictions, pleas of no contest or prayer for judgment of a criminal offense. Charges of a criminal offense must be reported, in writing, by the next internship, field, or clinical study day after the charges are filed. Convictions, pleas of no contest or prayer for judgment must be reported, in writing, within five days of the occurrence.
8. Refraining from the use of alcohol, illegal drugs and other substances which may adversely affect performance while on campus. The use or possession of alcohol or illegal drugs while on campus or in a clinical facility will result in immediate dismissal. Use of tobacco products is prohibited on campus.
9. Refraining from possessing firearms or other weapons. Possession of firearms or weapons is prohibited on campus. The use or possession of firearms while on campus or in a clinical facility will result in immediate dismissal.
10. Respecting and guarding the confidentiality of all patients/patient information in compliance with the Health Insurance Portability and Accountability Act (HIPAA) privacy regulations.
11. Maintaining communication with the college and keeping on file with the director of student records and information management's office a current address, phone number and email address. Similarly, the graduated student should notify the college of completion of additional degrees, advanced training or certification and changes in contact information.

## Allegations and Sanctions

Perceived violations of the Code of Student Conduct can be reported by any member of the college community to the dean of student affairs, who is responsible for investigating the allegations and determining a course of action. The investigation may include interviewing witnesses and other involved parties and reviewing other evidence submitted in support of the allegation. In all cases, the accused student will be informed of the charges and will have the opportunity to respond or explain. The investigation and course of action may lead to the following:

- The allegation has no merit and is subsequently dropped.
- The allegation has merit and is administratively handled by the dean of student affairs.
- The allegation has merit and is referred to the Admission, Progression and Graduation (APG) Committee for a formal hearing.

Sanctions may be imposed individually or in combination with other sanctions and may begin at any stage of the continuum depending on the offense. Sanctions up to and including development of an action plan may be imposed by the dean of student affairs. Sanctions of restricted access or dismissal will be made only by APG action or when policy mandates (i.e., drug and alcohol violation, firearms violation). The following sanctions are listed in order of severity and represent a standard, but not all-inclusive, response to allegations of merit:

- **Temporary dismissal from class:** This sanction can be imposed by course faculty on any student who exhibits disruptive behavior. The faculty member may report this behavior to the dean of student affairs for further action.
- **Letter of warning:** This sanction provides official notification of a violation and informs students that continued violations may result in further sanctions.
- **Disciplinary counseling:** This sanction assures the opportunity for constructive counseling with qualified professionals suggested by the dean of student affairs. This sanction may include an alcohol or drug assessment based on the alcohol/drug policy.
- **Action plan:** This sanction defines corrective measures and a time frame for meeting the measures.
- **Restricted access:** This sanction prohibits a student from accessing certain areas (i.e., clinical) for a specified period of time.
- **Dismissal:** This sanction separates the student from the college permanently or for a specified time frame. Students may reapply for admission, as eligible.



## ACADEMIC INTEGRITY

Academic integrity is a key value of a credible academic community based on honesty and responsibility. The college's reputation and that of its teammates, students and graduates depends on the institutional commitment to academic integrity. All members of the college's community are responsible for creating and maintaining a positive learning and working environment that supports academic integrity. Teammates of the college and all enrolled students are expected to demonstrate academic integrity. Thus, all work created for the college by members of its community must be completed by the individual to whom the work was assigned without unauthorized assistance of any kind.

### Faculty members are expected to:

- Understand and comply with this policy.
- Comply with copyright law in the use of others' words, images and other creative works.
- Clearly communicate the importance of and standards for academic integrity to students, along with course expectations and potential consequences for violations.
- Provide the college's Honor Code in all course syllabi for student review.
- Set reasonable standards for academic integrity in their classes that are clearly defined within the Academic Integrity Statement in course syllabi.
- Clearly communicate information about the use of a plagiarism prevention service in evaluation of student assignments in the Academic Integrity Statement in course syllabi.
- Understand the definitions and examples of plagiarism included in Appendix C of the Academic Integrity policy and adhere to guidelines regarding plagiarism detection and prevention outlined in Appendix D of the same policy.
- Reduce opportunities for students to engage in academic dishonesty with vigilant exam security and proctoring and clear instructions for class projects, assignments and examinations.
- Fairly, consistently and professionally evaluate student work based on performance criteria that have been clearly communicated to students.
- Trust students to follow the academic integrity policy until there is sufficient evidence of violation. Report suspected violations of academic integrity as defined and outlined in this policy. Students who may have violated academic integrity standards should be confronted with the evidence of an alleged violation; reporting and due process procedures should be carefully followed.
- Fairly evaluate and present accurate and honest evidence regarding potential student violations of academic integrity.
- Treat students with respect throughout any investigations, hearing or appeal process..

### Non-faculty teammates are expected to:

- Understand and comply with this policy in execution of all college work-related projects and assignments.
- Comply with copyright law in the use of others' words, images and other creative works in all college work-related projects and assignments.
- Check written works that are to be published by the college with the college's plagiarism detection and prevention service to ensure all published work is original.
- Clearly communicate information about academic integrity to others as appropriate.
- Provide clear instructions for work projects and assignments to students and other college teammates.
- Monitor student and other teammate compliance with the academic integrity policy.

- Report violations of the academic integrity policy to the appropriate supervisor.
- Treat students with respect throughout any investigations, hearing or appeal process.
- Students are expected to:
- Understand and comply with the academic integrity policy and guidelines provided by their faculty members.
- Review and sign the honor code upon entry to the college. Review and adhere to the academic integrity statement (Appendix B) provided in each course syllabus.
- Present only their own original work for evaluation by their faculty members.
- Appropriately cite others' words and ideas and creative works.
- Comply with copyright law in the use of others' words, images and other creative works.
- Comply with faculty members' instructions regarding use of a plagiarism prevention service in completion and submission of course assignments.
- Protect their work from misuse or misrepresentation by others.
- Present accurate and honest evidence regarding potential student violations of academic integrity.
- Accept responsibility for their actions.
- Treat faculty members and college staff members with respect when violations of academic integrity are investigated, heard, or appealed.

#### Students are expected to:

- Understand and comply with the academic integrity policy and guidelines provided by their faculty members.
- Review and sign the honor code upon entry to the college. Review and adhere to the academic integrity statement (Appendix B) provided in each course syllabus.
- Present only their own original work for evaluation by their faculty members.
- Appropriately cite others' words and ideas and creative works.
- Comply with copyright law in the use of others' words, images and other creative works.
- Comply with faculty members' instructions regarding use of a plagiarism prevention service in completion and submission of course assignments.
- Protect their work from misuse or misrepresentation by others.
- Present accurate and honest evidence regarding potential student violations of academic integrity.
- Accept responsibility for their actions.
- Treat faculty members and college staff members with respect when violations of academic integrity are investigated, heard, or appealed.



## HONOR CODE

It is expected that all students promote amongst themselves the highest standards of ethical conduct. Each student is responsible for maintaining, upholding and promoting respect, honesty, ethical behavior, fairness and responsibility, both at the college and in the clinical setting. The honor code serves as the basis for student behavior and places responsibility for abiding by the code on the student. Violation of the academic integrity guidelines outlined in the honor code will subject a student to disciplinary action, up to and including administrative dismissal without eligibility to be readmitted. Academic integrity violations include, but are not limited to:

1. **Cheating** — Offering, providing, requesting or accepting unauthorized support or assistance in completion of any task, project, academic assignment or test. The use or attempted use of any unauthorized information, material or assistance in completing any assigned task, project, assignment or test. Having another person perform one's assignments without instructor permission. Collaborating with others on assignments if contrary to stated rules.
2. **Plagiarism** — Representing the ideas, language or created work of another person or persons as one's own or as the college's own. (See Academic Integrity Policy, Appendix C for specific definition and examples). This includes violation of copyright law.
3. **Self-Plagiarism/Multiple Submission** — Copying portions of any original assignment for credit and submitting them as original work in more than one course without prior approval of the course instructor and/or duplicating submission of a prior original work without proper citation and reference of that prior work.



4. **Falsification/Fabrication** — Falsifying information or fabricating information, data, citation or reference or in completion of any project or academic assignment. Falsification or fraudulent alteration of academic or college records. Falsifying patient records or communicating false information about clinical care of clinical experiences.
5. **Interference** — Intentional interference with or alteration or destruction of another person's project, assignment or examination.
6. **Complicity** — Knowingly collaborating in or facilitating any of the above actions or assisting in the creation of a paper, project or other creative work that another person then presents as his or her own project, assignment or test.

## Allegations and Sanctions

The alleged level of honor code violation will be determined by the program chair and the faculty/staff member after meeting with the student and presenting the charges and upon consultation with the provost and dean of student affairs and enrollment management.

1. **Level I Violations** — These are accidental or inadvertent violations of academic integrity that may be caused by carelessness, lack of knowledge, lack of training or other human error. Examples of this level of violation include but are not limited to failure to provide appropriate citation without dishonest intent, unauthorized collaboration with another student on an assignment, inappropriate or incorrect paraphrasing or misunderstanding of the rules of the academic assignment.
2. **Level II Violations** — These are intentional, more serious violations of academic integrity that often involve premeditation or planning and clearly dishonest intent on the part of the student that may be documented in witnessed verbal or written communication. Examples of this level of violation include but are not limited to substantial plagiarism, copying or using unauthorized materials or devices, unauthorized collaboration on or having a substitute take an exam, making up or falsifying evidence or data, actively facilitating dishonesty by another student, or a repeat of Level I or II violations.

Level I violations may be properly handled and remedied by the faculty member teaching the specific course in which they occur and the program chair. Level I sanctions include, but are not limited to: required participation in an educational experience on ethics or academic integrity, a make-up assignment to replace the original assignment, a reduced grade on the assignment, a failing grade on the assignment or a combination of sanctions.

Level II violations are reviewed by the Admissions, Progression and Graduation (APG) Committee. The APG committee decides whether a Level II academic integrity violation occurred, and if so, the course of action warranted. Sanctions associated with Level II violations include, but are not limited to: any Level I sanctions, failure of the course in which the violation occurred, loss of appointment to positions within the college or system or dismissal from the program or college.

## STANDARDS OF CLINICAL PRACTICE

### HIPAA

Students who are enrolled in programs with a clinical component are required to comply with the Health Insurance Portability and Accountability Act (HIPAA) privacy regulations and related Atrium Health policies and procedures (collectively, the "Privacy Standards"). Failure to comply with the HIPAA privacy standards will result in disciplinary action. The disciplinary action is based on the severity and context of the violation and is outlined in the college's policy and procedure manual. Students enrolled in clinical programs receive HIPAA education upon admission, annually via continuing education modules (ACE Modules), in the classroom and through routine education provided in the monthly college newsletter.

### Clinical Safety

The faculty in clinical programs provide learning opportunities so that students can develop and demonstrate competence in the skills necessary to practice in their profession. The student is expected to contribute to

the safety and well-being of the patient/client and practice in the clinical setting in a safe and responsible way towards him/herself, clinical professionals and the environment. Students may be disciplined and/or dismissed from a program of study for unsafe clinical practices. Unsafe clinical practice is defined as a failure to assess or act appropriately on information that a majority of students at the same level would recognize as important to client health and safety. In addition, unsafe clinical practice may be the result of poor judgement, inadequate preparation for client care and/or poor decision-making skills that can lead to life-threatening safety violations.

Additional examples of unsafe practices may include, but are not limited to:

- Exhibiting behavioral problems that result in unsafe clinical practices.
- Requiring an inordinate amount of the instructor's time in the clinical setting, jeopardizing the adequacy of supervision of other students.
- Requiring a significantly longer time than other classmates to perform the same procedures or tasks.
- Possessing a disability for which reasonable accommodations will not prevent unsafe clinical practices.
- Losing access to clinical facility placement.
- Violating the HIPAA policy.
- Refusing to participate in a clinical facility investigation related to an alleged HIPAA violation or a patient safety matter.

### When a safety infraction occurs:

1. The instructor will discuss the issue/event with the student and determine whether the student will remain in the clinical setting.
2. The instructor will notify the clinical coordinator and/or program chair of the incident.
3. For minor infractions, the instructor (and clinical coordinator or program chair, if necessary) will meet with the student to provide counseling and/or develop an action plan with the student.
4. More severe infractions may result in a recommendation for dismissal. Recommendations for dismissal are submitted to the provost and dean of student affairs and enrollment management and are referred to the APG committee for consideration following the Dismissal policy.

### ADMINISTRATIVE DISMISSAL

Students are expected to behave in a manner consistent with the expectations required of practicing professionals. A student will be administratively dismissed from the college when it is determined that the student:

- Fails to adhere to the community standards.
- Violates the code of conduct.
- Violates the honor code.
- Fails to adhere to the standards of clinical practice.
- Does not maintain good financial standing.

Good financial standing means tuition and fees are paid in full, or satisfactory payment arrangements have been made with the dean of administrative and financial services. Satisfactory arrangements may include deferment pending financial aid processing, or the establishment of payment arrangements. In those cases, the student is expected to be compliant and timely in meeting the terms of that plan.

## STUDENT COMPLAINTS AND APPEALS

A student will not be subject to irresponsible treatment, procedural irregularity, arbitrary decisions, discrimination or differential treatment. Students are encouraged to voice their concerns about all issues regarding the programs, classes, environment and services at Carolinas College. Complaints may be submitted in either verbal or written formats, while appeals must be in writing. Complaints may also be submitted to accrediting bodies or the NC Attorney General's office. The College will investigate claims or complaints provided by those bodies. Such letters of concern may originate with a complaint from a student, a staff member, a former student, a member of the public or any other source.

### Complaints

1. Complaints may be verbal or written and generally address an issue of relatively minor significance or one from which few, if any, negative consequences have resulted or are likely to result. Verbal complaints are considered less formal than written and may be expressed to any member of the staff or faculty, including all administrative personnel. It is expected that staff and faculty alike will give appropriate attention to such complaints and, when necessary, will refer the complaint to an appropriate manager. Due to the less formal nature of complaints, students may or may not receive notification of action taken, if any. Students are encouraged to sign written complaints to facilitate additional fact-finding and follow up. Written complaints, whether signed or unsigned, will be referred to the appropriate manager for investigation and, if necessary, for correction. Written complaints, along with an explanation of resolution, if any, are filed in the president's administrative assistant's office for up to seven years.
2. In North Carolina, the attorney general's office is the appropriate office with which to file complaints which rise to the state level. To file a complaint with the Consumer Protection Division of the North Carolina Department of Justice, visit the State Attorney General's web page at <http://www.ncdoj.gov/complaint>. North Carolina residents may call (877) 566-7226. Those who live outside North Carolina should call (919) 716-6000. Mail a complaint to:  
Consumer Protection  
Attorney General's Office  
Mail Service Center 9001  
Raleigh, NC 27699-9001
3. For online students, Carolinas College is a member of the State Authorization Reciprocity Agreement – North Carolina (SARA-NC), which is the state portal agency for the North Carolinas State Education Assistance Authority. If unable to resolve a complaint at the college level, out-of-state online students have the right to contact the state portal agency, SARA-NC, to submit a complaint to:  
SARA North Carolina  
North Carolinas State Education Assistance Authority  
PO Box 14103  
Research Triangle Park, North Carolinas 27709  
Telephone: 855-SARA-1-NC (727-2162)  
Telephone: 919-549-8614, ext. 4667  
Email: [information@saranc.org](mailto:information@saranc.org)  
Website: [www.saranc.org](http://www.saranc.org)
4. Complaints of non-compliance with accreditation criteria may be directed to the college using the complaint or grievance process, or directly to an appropriate accrediting agency. The matter, if then brought to the attention of the college, will be investigated as follows:
  - a. Programmatic Accreditation
    - i. Receipt of the complaint will be date stamped.
    - ii. The complaint will be forwarded to the provost with a copy to the president, and the appropriate program director, or dean.



- iii. The provost will convene a meeting with the dean or appropriate program director.
  - iv. Relevant documentation, if any, will be gathered and examined. Faculty and staff may be included in the process.
  - v. The provost and program chair will develop a response to the complaint, which will then be discussed with the president.
  - vi. Upon final draft, the response to the complaint will be submitted to the appropriate accrediting body.
  - vii. The provost will maintain an open file on the complaint until a final letter of resolution is received. Periodic updates will be provided to the president, as requested.
- b. Institutional Accreditation
    - i. Receipt of the complaint will be date stamped.
    - ii. The president, provost, and SACS liaison (if different from the provost) will review the complaint and develop a plan and time line for responding. Depending upon the nature of the complaint, a variety of personnel may be involved in examining the complaint and developing the response.
    - iii. The president assures that the examination and preparation of the response proceeds in a timely manner.
    - iv. The response to the complaint will be submitted to the appropriate accrediting body.
    - v. The president will maintain an open file on the complaint until a final letter of resolution is received.
  - c. Responses will be directed to the appropriate accrediting body within 60 calendar days of receipt of the complaint or earlier if requested by the accrediting body.

## Appeals

1. Upon receipt of notification of dismissal or upon receipt of final grade for a course, or if a student feels his/her student rights (see catalog) have been violated, the student who wishes to appeal must send written notification to the president within seven working days. The student's written notification will set forth the specific issues the student seeks to appeal.
2. The services of an uninvolved member of the student affairs department will be available to review the student appeal process with the student. The president will review the request for appeal and determine if the circumstances fall within the areas subject to appeal.
3. The president will inform the student in writing generally within seven working days whether the request for appeal is approved. If approved, the specific appealable issue(s) will be identified for the student. If more time is needed, the president will notify the student.
4. The appealable issues will also be shared with the department manager over the area that made the decision or took the action being appealed.
5. All approved appeals will be heard by a review committee as described in the Complaints and Appeals Policy. In case of dismissal, the committee has the authority to uphold or overturn the dismissal. The decision will be rendered by a majority of the committee and will be final. In case of a complaint regarding the violation of a student's rights, the committee has the authority to determine whether or not a violation of rights has occurred and to make a recommendation regarding action to the president.



## Academic Information and Records

The college offers programs which lead to the bachelor's degree, associate in science degree, the associate in applied science degree or a certificate.

A bachelor's degree is awarded for a program of study offered over four academic years with a minimum of 120 credit hours with no fewer than 30 semester hours being completed at Carolinas College. The college offers a bachelor's degree in Nursing completion program with up to 70 credit hours transferred in with completion of a pre-licensure ADN program.

An associate's degree is awarded for a program of study offered over two academic years with a minimum of 60 semester hours of credit with no fewer than 15 semester hours in general studies.

A certificate is awarded for credit or non-credit courses designed to provide skills necessary for specific employment with a minimum of 16 credit hours. The courses may range in completion time from hours up to an academic year. Typically, general studies courses are not a component of a certificate program.

### Credit Hours

The unit of credit measurement is the semester hour, calculated using 50 minutes of contact time. One semester hour of didactic instruction per week for 15 weeks; Three semester hours of clinical or laboratory instruction per week for 15 weeks (instruction provided by college faculty, generally at designated times); Six semester hours of practicum or supervised practice per week for 15 weeks (instruction generally provided by clinical staff or instructors; coordination of instructional activities provided by college faculty). Credit calculations for courses offered on a non-standard term format will include an equivalent total number of class, clinical, laboratory or practicum hours of instruction. Students enrolled in 12 or more semester hours are considered full-time. Non-credit courses are measured by contact hours.

### Types of Courses

The college offers three types of courses:

- **Applied Courses** are offered in most programs, are specific to the discipline and are intended to prepare graduates to practice entry-level healthcare.

- **General Studies Courses** are a substantial component of each undergraduate degree program. Degree programs include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences and natural sciences/mathematics. The general studies core ensures a breadth of knowledge to promote intellectual inquiry and includes courses that expose students to a broad understanding of society and self. That understanding prepares students to develop into responsible professionals in the health sciences.
- **Special Studies Courses**, which can include emerging issues or specialized content, provide a basic exposure to skills and concepts useful to the training of healthcare professionals. Special topics courses may be interdisciplinary in nature.

The following table identifies general studies courses. Not every course is offered every semester, so students should refer to the current registration bulletin for course availability. General studies core courses are identified in italics below.

General Education and Special Studies Courses		
<b>Communication</b>		
COM 101	Communication	3
ENG 101	English Composition	3
ENG 240	Research and Evaluation	3
<b>Humanities/Fine Arts</b>		
ENG 231	Early American Literature	3
PHI 201	Ethics	3
<b>Social/Behavioral Sciences</b>		
PSY 101	General Psychology	3
PSY 102	Human Growth and Development	3
SOC 101	Introduction to Sociology	3
SOC 210	Diversity & Inclusion	3
<b>Natural Sciences/Mathematics</b>		
BIO 101	Human Anatomy and Physiology I	4
BIO 102	Human Anatomy and Physiology II	4
BIO 200	Microbiology	4
CHM 104	General Chemistry I	4
MAT 101	College Math	3
MAT 201	Elementary Statistics	3
<b>Electives</b>		
HEA 109	Health and Wellness	3
<b>Special Studies Courses</b>		
HLC 102	Medical Terminology	2
HLC 200	Special Topics in Healthcare	1-4

## Distance Education Courses

Courses with distance education components provide the same high quality instruction for students as traditional on-campus courses. The registration process, fees and academic credit are the same for distance education courses as for traditional on-campus classes. Students should be comfortable navigating the internet and be prepared to attend mandatory on-campus meetings for course requirements as needed. Students complete coursework using technology such as email, multimedia, chat rooms and discussion forums, and can access course information (syllabi, handouts, grades) through the information portal.

Distance education courses fall into the following classifications and are identified as such in the registration bulletin:

Type of Course	Percent of Content Delivered Online	Description of Course Activities
Traditional	0%	Course with no online technology used.
Web-enhanced	1% - 25%	A traditional course that meets in the classroom for most of the regularly scheduled class time but uses web-based technology for purposes of supplementing the course by publishing course materials, delivering lectures, facilitating discussions, extending office hours, posting course grades, etc.
Hybrid	26% - 50%	A course that blends instructional methodologies so that a portion of regularly scheduled class time is replaced with online activities.
Online	51% - 100%	A course in which most or all of the content is delivered online. May have only a few or no required face-to-face meetings.

## Course Scheduling

The director of student records and information management generates the course schedule and registration materials approximately 90 days prior to the first day of classes each semester. Section assignments are generally on a first-come, first-served basis with priority provided to students in a clinical program. Students requesting sections that are full should register for an open section and place their name on the wait list for a possible opening. Student schedules can be viewed online and printed.

Students who want to drop a class that does not affect the master curriculum plan may do so online during the drop/add period. If the desired drop affects the master curriculum plan, requests must be approved by the student's advisor, the instructor and the program chair. Classes may be added after the drop/add period only with the approval of the instructor and the dean of student affairs. Students withdrawing from a class after the drop/add period will receive a grade as described in the grading section on page 47.

Students will be counseled by their advisor if the change affects progress toward completion of the students' master curriculum plan. Section changes are considered drop/add transactions and are handled as such. No section changes of healthcare classes will be made without the approval of the program chair. General studies course section changes will be made upon approval of the involved faculty members. After the drop/add period, section changes are made by the director of student records and information management.



## Registration

The college will provide an orderly process for class selection and registration. The process will ensure the timely development of a schedule that meets student and program needs as well as a process that provides equity in course availability and guidance in course selection. Before the start of registration, all students except CLS are required to meet with their academic advisor. Upon meeting, the advisor will release the registration hold allowing the student to register. Students may change their schedule by dropping or adding courses through the first week of the term. If there is a registration hold on the student's account, he/she will be electronically blocked from registration for the next semester until the hold is cleared. The holds will be classified as follows: financial, academic, or registrar.

## Course Syllabi

The course syllabus comprises a contract between the student and faculty. It outlines the expectations and objectives that must be met in course work and lab and clinical experiences in order to assure successful completion of the course. Syllabi for all courses are available on the information portal.

## Plagiarism Detection and Prevention

Carolinas College uses an electronic, web-based plagiarism detection and prevention tool. The tool helps users detect and prevent plagiarism from sites and full-text published internet sources. This tool may be used by students, voluntarily or as required with the submission of an assignment, or by faculty, to verify the originality of student work.

## Attendance

Traditional classes offered by the college are designed for class attendance and it is assumed that students will be present. Students who miss class, regardless of reason, will be responsible for the work missed. Specific course attendance requirements are identified in each course syllabus. Students who are in violation of the specified course attendance policy will be contacted by the faculty member, referred to the student success coordinator for assistance, and/or provided with instructions for withdrawing from the course if necessary. A student may lose access to a course when the number of allowed absences (if stipulated) has been exceeded, or when, in the opinion of the faculty member, the student has missed so much work as to preclude the possibility of successful completion of the class. Unless otherwise specified in the course syllabus, students that lose course access due to attendance will be able to withdraw from the course up until the withdrawal deadline. In online and hybrid classes, attendance is defined as regular weekly completion of assignments. Students must confirm enrollment in online courses by logging in to the course during the first week of classes and completing the first assignment by the specified due date; course syllabi provide specific expectations.

## Clinical Rotations

Clinical rotations are required for completion of most healthcare programs; therefore, success in the program requires clinical placement. The availability of clinical sites is governed in part by clinical contracts. If for any reason the student is excluded from a clinical site, the school administrator and program officials may offer the student an equitable clinical experience so he/she may progress and complete the program.

## Grading

The college uses a letter system of grading. Ranges for letter grades are determined by each program and are indicated on each course syllabus or in the program portion of this catalog/handbook. The lowest passing grade in any course in the curriculum is a letter grade of "C." Cumulative scores will be rounded off to the nearest whole number with the raw score of 0.50 or higher being rounded up to the next whole number.

"S" (Satisfactory) and "U" (Unsatisfactory) may be used as clinical/lab grades. An "S" in the clinical/lab component of the course results in the grade earned in theory for the course. A "U" results in a grade of "F" for the course.

An "I" (Incomplete) is a temporary grade and must be removed within the time period identified, not to exceed three months. Failure to do so results in a grade of "F." Grades of "I" must be removed prior to enrollment in courses that identify the incomplete course as a prerequisite.

A "P" (Pass) may be used in a non-graded, non-credit certificate program.

A "W" (Withdrawal) indicates the student withdrew prior to completion of 60% of the course based on the last date of attendance.

A "WP" (Withdrawal/Passing) indicates the student had a passing grade between completion of 60% - 75% of the course based on the last date of attendance prior to the withdrawal/dismissal.

A "WF" (Withdrawal/Failing) indicates a failing grade between completion of 60% - 75% of the course based on the last date of attendance prior to the withdrawal/dismissal.

The student success coordinator will receive an alert through the LMS of at-risk ("D" or "F") students at midterm.

Final course grades will be available online for all students at the end of each term. Grades will not be provided over the telephone. Only an error in grade calculation is justification for change of a recorded grade. Special make-up work or an examination to change a grade already recorded is not permitted. Approved changes are communicated by the program chair to the director of student records and information management. A student who believes there is a grade discrepancy should see the faculty member or program chair immediately.

Grade point averages (GPA and CGPA) are calculated electronically by multiplying the credit hours per course by the quality points earned and dividing by the total credit hours attempted.

Grade	Definition	Quality Points
A	Superior	4.0
B	Commendable	3.0
C	Satisfactory	2.0
D	Deficient, Non-passing	1.0
F	Fail, Non-passing	0.0
I	Incomplete*	
P	Pass*	
W	Withdrawal*	
WP	Withdrawal/passing*	
WF	Withdrawal/failing*	
AU	Audit*	
R	Repeat*	
T	Transfer/testing credit*	

*\*Not used in computation of grade point average*

The last grade replaces the previous grade in computing the GPA; however, all entries remain a part of the student's permanent record. For pre-nursing or pre-radiologic technology students seeking guaranteed admission, only the first attempt at each course will be used to calculate the required GPA.

## Auditing

A student may request to audit a course or an audit may be prescribed. Per the class audit policy, a student must petition to audit a course at the point of registration. Once the class starts, the course designation of 'for credit' or 'audit' cannot be changed. Audits are available only if space is available. Normal prerequisites apply. Tuition will be the same as those taking the course for credit and all pertinent fees and policies will apply. If auditing only a portion of a class, tuition is assessed based on a ratio determined by the dean of administrative and financial services. Auditing fees are not covered under the Atrium Health Educational Loan Forgiveness program or other financial aid programs.

Expectations of auditors are determined by the course faculty. Typically, the auditor is expected to attend class regularly and may or may not be expected to complete assignments. If the expectations are not achieved the course will not be considered audited. No credit is awarded for an audited class.

## Student Action Plans

Student action plans are intended to increase the likelihood that students will succeed in meeting course and/or program learning outcomes and comply with established academic and conduct standards by providing clear expectations, suggestions and the opportunity for improvement. A student action plan can be initiated for any of the following:

Academic action plans:

1. The student is not progressing toward achievement of one or more learning objectives.
2. The student is likely to benefit from enhanced or remedial learning activities to meet one or more learning objectives.
3. The student has failed to meet one or more clinical learning objectives.

Administrative action plans: The student demonstrates behaviors (or lack thereof) that violate the student code of conduct or honor code.

Student action plans can be initiated by faculty or college administrators at any time during a student's enrollment. Action plans include a description of the area of deficiency and/or policy violation, specific goal(s) for improvement, a timetable for corrective action to take place and a discussion of potential consequences for failing to meet the criteria of the plan (e.g., failure of a course, academic probation, recommendation for dismissal from the program).

## Satisfactory Academic Progress

Satisfactory academic progress consists of two elements: qualitative, as demonstrated by course grades, and quantitative, as demonstrated by credit hours earned as a percentage of credit hours attempted. A cumulative grade point average (CGPA) of 2.0 ("C") is the minimal measure of academic satisfactory progress toward graduation. Grades earned in courses taken elsewhere are not calculated in the CCHS CGPA, even when advanced standing credit is granted. In addition, beginning at the end of a student's second term of enrollment and thereafter, students must successfully complete 50% of the cumulative hours attempted. A grade of A, B or C demonstrates successful completion of a course; a grade of I, W, WP, WF, D or F is not considered successful completion.

At the completion of a semester or term, the director of student records and information management will assure that a new GPA and CGPA have been calculated and appear on the student transcript. A student whose CGPA is below 2.0 or who has not completed 50% of attempted credit hours (upon completion of the second term of enrollment and thereafter) will be placed on academic probation for the subsequent semester attended.

1. The dean of student affairs and enrollment management will send a letter alerting the student to his/her probationary status, including sources of academic assistance and consequences of failure to improve. The program chair will also be notified.



2. The grade earned in a class that is retaken replaces the original grade in the calculation of the GPA and CGPA, but both grades are maintained on the transcript. Separate policies govern CGPA for guaranteed readmission purposes.

At the conclusion of the probationary period, the new CGPA is expected to be at or above 2.0 and at least 50% of all attempted credit hours are to have been successfully earned (effective for credit hours attempted after the second term of enrollment and thereafter). If not, the student will generally be academically dismissed. However, if the CGPA is still below a 2.0 but the term GPA is 3.0 or higher, the student may be allowed one additional and final term to demonstrate ability to be successful. This “second probation” period must culminate in a CGPA of 2.0 or better, or the student will be academically dismissed. A student placed on second (or extended) probation will be notified in writing of his/her status. No student will be permitted to register for class if reaching a 2.0 CGPA within two semesters of notification is not mathematically possible.

### Withdrawal

**Withdrawal from a course:** Students may add and drop classes at their discretion during the first week of classes. After the first week of class, students must withdraw from a course. Students withdrawing from a course after the first week of class or those withdrawing from their last class must obtain their advisor’s signature before submitting the form to the director of student records and information management. A grade of “W” (Withdrawal) is used when a student withdraws from a course when the last date of attendance occurs up to 60% of the course. “WF” (Withdrawal/ Failing) indicates a failing grade when the last date of attendance is between 61%-75% of the course. A “WP” (Withdrawal/Passing) indicates a passing grade when the last date of attendance is between 61% - 75% of the course. The deadline for non-punitive withdrawals (75% of the term) will be published in the registration bulletin each semester. Student absence from class does not constitute an official withdrawal, thus failure to withdraw by the established deadline will result in a final grade of “F.” When a student withdraws from a course, access to course materials will be terminated.

**Withdrawal from the Program/College:** Students who fail to enroll in courses in alignment with the master curriculum without prior approval of the program chair will be an unsuccessful attempt in the master curriculum and will be considered withdrawn from the program and/or the college. Students withdrawing from the program/



college must complete the withdrawal form and obtain the signature of the program chair before submitting the form to the director of student records and information management. Students withdrawing from a healthcare program are eligible to remain in any general studies courses in which they are enrolled. If the student does not choose to do so, the withdrawal will be considered a complete withdrawal from the college. Students who withdraw from the program/college become ineligible for student benefits as of the date of withdrawal and may have to surrender their student ID badge. If a student involved in an alleged academic integrity violation or facing other disciplinary issues withdraws from the college prior to resolution, continuation of the disciplinary process is determined by the dean of student affairs and provost. If a hearing is not pursued upon the withdrawal of the student, the dean of student affairs and provost can reinstate the disciplinary process prior to future readmission or progression. In either case, any disciplinary processes or actions will follow normal due process procedures for the offense.

**Leave of Absence/Withdrawal:** Students may apply for a leave of absence when critical factors beyond the student's control make successful course completion impossible or unlikely. Factors may include extended illness, jury duty, military activation, bereavement (spouse, parent, child) or other extenuating circumstances restricting student attendance and successful completion of courses. If the request is for less than one semester and the student is not in academic difficulty (not in progression, on probation, or on an action plan) and there is no resulting grading consequence (i.e. an Incomplete grade), the dean of student affairs and enrollment management, in consultation with the program chair can approve or deny the leave request. If the request is for one semester or more, the student is in academic difficulty, or there is a potential grading consequence for the LOA, the admission, progression and graduation (APG) committee will review the information/documentation provided in support of the request and approve or deny the leave request. Students may request a leave of absence/withdrawal at any point during their enrollment but may not exceed a total of 12 months per program enrollment. Leave of absence status ensures the student a place in the program if he/she meets all conditions set forth and returns at the agreed upon date. Changes that occur in the curriculum, college policies, or the Atrium Health loan program will be binding upon the student returning from a LOA/W. Students returning to a clinically based healthcare program must reenter no later than one year from the end of the last successfully completed applied course.

## Academic Dismissal

The lowest passing letter grade in any course is a "C." Generally, a student who earns a grade lower than a "C" in a master curriculum course will be academically dismissed from the program by the provost. (general studies and nursing exceptions are described below and in further details in the progression policy). Students who fail to meet standards of satisfactory academic progress as outlined in the policy by the same name are academically dismissed, as are students who fail to meet required co-requisites or pre-requisites.

1. Students in the general studies and BSN programs will follow the academic satisfactory progress policy and will not be subject to dismissal based on the grade in one course.
2. Students in the ADN nursing program will follow the Progression Policy and are not subject to dismissal based on the grade in one course. If the course is a prerequisite, that course must be repeated before the student progresses. Repeating a course is based on space availability.

## Student Academic Records

The student file maintained by the director of student records and information management is considered the primary student academic record. In accordance with the Family Educational Rights and Privacy Act (FERPA) of 1974, as amended, students may review their academic records and prevent disclosure of certain information. The record may be released to a third party only with the written consent of the student or parent of a dependent student, as defined by the Internal Revenue Service, or in certain situation allowed by federal law including public safety concerns, court subpoenas, regulatory, accreditation or federal agency requests, legitimate educational interests or other exceptions. For the purpose of student records, the term "student" includes all matriculating individuals 18 years of age or older. Any student 17 years of age or younger, or any dependent student whose parent requests access, will be notified of such a request in writing. All requests will

be recorded in the student's file. The director of student records and information management will discuss with interested students the procedure for requesting a review of the academic file.

Student files are kept in locked, fire-proof areas with limited access. Staff granted access are trained regarding the policies governing the handling and storage of student records. Directory information including name, address, telephone number, e-mail address, date of birth, photograph, dates of attendance, degrees, honors and awards received, and participation in college activities may be disclosed without the consent of the student. Students may request nondisclosure of directory information by completing a form available from the director of student records and information management. Requests for nondisclosure are valid for one year. In response to an authenticated electronic or signed student request, an official transcript will be issued to the designated institution or person provided financial obligations to the college have been met. A fee will be charged for each official copy. Transcripts on file from other institutions are not released.

To assure proper record keeping, students are required to update their address and contact information in the student information system. Name changes require legal documentation and must be submitted to the director of student records and information management. Alumni are encouraged to keep the college informed of their current name, contact information, and professional status.

### Dean's List, President's List and Academic Awards

Students in for-credit healthcare programs and those in the general studies program (6 or more semester hours) receiving a grade point average of 3.50 – 3.99 for a semester will be placed on the Dean's List. Certificate will be awarded.

Students in for-credit healthcare programs and those in the general studies program (6 or more semester hours) receiving a grade point average of 4.00 for a semester will be placed on the President's List. Certificate will be awarded.

Students achieving an overall GPA of 3.24 or higher will be recognized at the commencement exercise as graduating with latin honors of:

- Cum Laude 3.24-3.499
- Magna Cum Laude 3.50-3.749
- Summa Cum Laude 3.75-4.00

Additional scholastic, leadership, and performance-based awards may be presented as determined by the faculty and/or the program chairs.

### Graduation Requirements

Graduation ceremonies are listed on the academic calendar. All students receiving degrees, diplomas, or certificates (excluding non-credit programs) are required to submit an application for graduation by the designated deadline and expected to attend the graduation exercises. Enrolled students who have maintained the highest scholastic averages are honored by being named graduation marshals. Programs that graduate students during off-cycle times may have a graduation recognition event in place of a ceremony. Upon request, these students may participate in the next scheduled ceremony.

Satisfactory completion of all required and elective courses in the designated master curriculum is required for graduation and to earn a degree, diploma, or certificate. The satisfactory completion of the requirements will be calculated by the director of student records and information management and reviewed by the APG committee. The student must have attained a grade of "C" or better in each of the curriculum requirements, and have a 2.0 or higher cumulative grade point average (GPA); earned a minimum of 25 percent of the required semester hours of credit at Carolinas College of Health Sciences, and satisfied all financial obligations to the college.

Additional graduation requirements for specific programs can be found in the program-specific sections of the catalog.



## General Studies

General studies courses that comprise the associate of science in general studies program are offered to enhance the undergraduate learning experience and help students develop competencies in communication, critical thinking and problem solving, and content application, which provide a foundation of knowledge and academic skills that will prepare a student for further study or careers in the life sciences or healthcare professions.

Several curriculum tracks are offered once a student is enrolled in the associate of science in general studies program, provided students meet the basic admission requirements for their selected track. Students have until the completion of their first semester in the program to select their specific track, unless they remain enrolled as a non-degree seeking student.

### Student Outcomes

The general studies courses at Carolinas College are unique in many ways, but one commonality is that all emphasize particular goals, objectives and outcomes. Specific courses articulate individual objectives, but all general studies courses emphasize at least one of the learning goals below. After completing the general studies courses at Carolinas College, students will demonstrate the ability to:

- Communicate effectively.
- Understand the fundamental concepts and applications of the natural sciences.
- Analyze and understand the influence of different environmental, social and cultural contexts in shaping human thought and behavior.
- Think critically, apply abstract concepts, and draw conclusions from course concepts.
- Exhibit awareness in the areas of integrity, ethical reasoning, and/or cultural diversity.
- Work with others to effectively reach a goal.

## Grading Policy

The associate of science program uses the following numerical grade ranges for the final letter grade of each course:

- A: 90 — 100
- B: 80 — 89
- C: 70 — 79
- D: 60 — 69
- F: below 60 (Failing)

## Awards and Recognition

In addition to other awards given by the college, the Excellence in General Studies award will be given to a graduating student who exhibits commendable performance related to at least one of the four student outcomes.

### Associate of Science in General Studies

This degree will be awarded to students who successfully complete 60 semester credit hours of coursework. This program provides students with a basic understanding of the biological sciences and an opportunity to integrate liberal arts with healthcare education. The healthcare programs at Carolinas College have a competitive admission process. Students who are not accepted upon their first application to the program of choice have the opportunity to take college-level coursework while enrolled in the associate of science general studies program, enabling them to complete courses, which would later transfer when admission to a clinical program has been obtained. Students entering the AS program may modify their course sequence to best prepare them for a particular program in anticipation of a change of program or track. This program can also help students prepare for transfer into advanced programs at four-year institutions leading to degrees such as pre-medicine or pre-veterinary.

The curriculum for the associate degree in general studies is below:

#### General Studies – Master Curriculum Plan

General Studies Core Courses	Credits
Communications: ENG 101 and COM 101	6
Humanities/Fine Arts: ENG 231 and PHI 201	6
Natural Sciences: BIO 101 and BIO 102	8
Social/Behavioral Sciences: PSY 101 and SOC 101	6
Quantitative Reasoning: MAT 101 and MAT 201	6
TOTAL	<b>32</b>

Major Area Electives	Credits
At least 28 and no more than 30 additional credit hours from Communications, Humanities/Fine Arts, Natural Sciences, Health Sciences, Social/Behavioral Sciences, and/or Quantitative Reasoning.	28
Elective courses include but are not limited to BIO 200, CHM 104, ENG 240, GEN 102, HEA 109, HLC 102, HLC 200, PSY 102 (comparable transfer credits will be considered to meet the Major Area Elective requirements).	
TOTAL	<b>28</b>



Degree Requirements		Credits
General Studies Cores Courses		32
Major Area Electives		28
TOTAL		<b>60</b>

Sample Course Sequence\*:

First Term		Credits
BIO 101	Human Anatomy & Physiology I	4
ENG 101	English Composition I	3
MAT 101	College Math	3
ELE	Major Area Elective	1-4
TOTAL		<b>12</b>

Second Term		Credits
BIO 102	Human Anatomy & Physiology II	4
ENG 231	English Literature	3
PSY 101	General Psychology	3
ELE	Major Area Elective	1-4
TOTAL		<b>12</b>

Third Term		Credits
COM 101	Communication	3
MAT 201	Statistics	3
SOC 101	Sociology	3
ELE	Major Area Elective	1-4
TOTAL		<b>12</b>

Fourth Term		Credits
PHI 201	Ethics	3
ELE	Major Area Elective	1-4
ELE	Major Area Elective	1-4
ELE	Major Area Elective	1-4
TOTAL		<b>12</b>

Fifth Term		Credits
ELE	Any Remaining Major Area Electives	
TOTAL		<b>12</b>

\*An advisor will help determine the best sequence of courses for each student.

## Curriculum Tracks

Within the General Studies program, two curriculum tracks are offered: **Pre-Nursing** and **Pre-Radiologic Technology**. Students enrolled in these tracks have the opportunity to earn guaranteed admission into either the Carolinas College nursing or radiologic technology programs. To be eligible for guaranteed admission, students must complete the coursework at Carolinas College within three consecutive terms of starting the program and earn a minimum cumulative GPA of 3.23 on the required coursework at Carolinas College. Only the grades earned on the first attempt at these courses will be considered in calculating the GPA eligibility for guaranteed admission. Those who earn guaranteed admission will be admitted as space becomes available. Those who do not earn guaranteed admission may change to the general studies track to complete the associate degree.

### Pre-Nursing

The pre-nursing track is a 12-13 semester credit hour block of classes.

The coursework includes:

- Human Anatomy and Physiology I (BIO 101)
- Human Anatomy and Physiology II (BIO 102)
- Medical Terminology (NUR 100 or HLC 102)
- College Math (MAT 101)

### Pre-Radiologic Technology

The pre-radiologic technology track is a 12-13 semester credit hour block of classes.

The coursework includes:

- Human Anatomy and Physiology I (BIO 101)
- Human Anatomy and Physiology II (BIO 102)
- Medical Terminology (NUR 100 or HLC 102)
- College Math (MAT 101)



## Clinical Laboratory Sciences: Histotechnology

### Program Mission

In support of the mission of the College, the mission of the Histotechnology program is to transform lives by educating, engaging and empowering professionals enabling them to function as competent entry-level medical laboratory scientists and serve in leadership, educational, and technical roles within the profession.

The histotechnology program, with most didactic and lab instruction occurring at the off-campus instructional site of Carolinas Medical Center-Mercy, prepares professionals who are competent to perform a full range of histology laboratory techniques and who possess skills in clinical decision-making, regulatory compliance, education, management, quality assurance, and performance improvement wherever histology laboratory testing is researched, developed, or performed. The curriculum design integrates didactic lectures, student laboratory training, and supervised clinical experience in the histology laboratory of Carolinas Medical Center. The program consists of four courses of study including basic histotechniques, advanced histotechniques, histotechnology clinical, and professional issues, which includes education, research design, and management. On average during the clinical rotation, the faculty to student ratio is one to two.

### Philosophy

The histotechnologist must perform duties in an accurate, precise, timely, and responsible manner; advocate the delivery of quality laboratory services in a cost effective manner; work within the boundaries of laws and regulations; safeguard patient information with respect and confidentiality within the limits of the laws; pursue continuing education; and educate the healthcare community and the public concerning the importance of the histology laboratory.

### Program Goals

The program's master curriculum prepares graduates with the psychomotor skills, cognitive knowledge, and affective attitudes necessary to function as competent entry-level histotechnologists.

The program's master curriculum is in compliance with the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) accreditation criteria.

The program's master curriculum prepares graduates with the cognitive knowledge necessary to successfully pass the American Society of Clinical Pathology Board of Certification exam.

### Student Learning Outcomes

The Histotechnology program prepares professionals who perform, develop, evaluate, correlate, and assure accuracy and validity of laboratory testing and procedures and operations; direct and supervise anatomic pathology resources and operations and collaborate in the diagnosis and treatment of patients. Student learning outcomes include:

1. Demonstrate cognitive knowledge of the concepts, principles, and theories necessary to function as a competent entry-level histotechnologist.
2. Demonstrate the affective behaviors necessary to function as part of the healthcare team.
3. Demonstrate the psychomotor skills necessary to function as a competent entry-level histotechnologist.

### NAACLS Entry-Level Competencies

The histotechnology program prepares professionals who are competent to perform a full range of histology laboratory techniques and who possess skills in clinical decision-making, regulatory compliance, education, management, quality assurance and performance improvement wherever histology laboratory testing is researched, developed, or performed. Based on NAACLS Compliance Standards, at completion of the Histotechnology program, students will be:

1. Receiving and accessioning tissue specimens;
2. Preparing tissue specimens for microscopic examinations, including all routine procedures;
3. Performing more complex procedures for processing and staining tissues, including enzymes, and immunohistochemistry;
4. Assisting with and/or performing gross examination and frozen section procedures in histopathology as well as cytology specimen preparation methods;
5. Identifying tissue structures, cell components, and their staining characteristics, and relating them to physiological functions;
6. Recognizing factors that affect procedures and results, and taking appropriate action within predetermined limits when corrections are indicated;
7. Developing, testing, implementing, evaluating, and selecting new techniques, procedures, instruments and methods in terms of their usefulness and practicality within the context of a given laboratory's personnel, equipment, space, and budgetary resources;
8. Making decisions concerning the results of quality control and quality assurance measures and instituting proper procedures to maintain accuracy and precision;
9. Confirming abnormal results, verifying quality control procedures, executing quality control procedures, and developing solutions to problems concerning the generation of laboratory data;
10. Establishing and performing preventative and corrective maintenance of equipment or instruments, as well as identifying appropriate sources for repair;
11. Exercising and applying principles of safety, management and supervision;
12. Demonstrating professional conduct and interpersonal communication skills with patients, laboratory personnel, other health care professionals, and with the public;
13. Recognizing and acting upon individual needs for continuing education as a function of growth and maintenance of professional competence;
14. Recognizing the responsibilities of other laboratory and healthcare professionals and interacting with them with respect for their jobs and patient care;
15. Leading supportive personnel and peers in their acquisition of knowledge, skills and attitudes; and providing leadership in educating other health personnel and the community;
16. Applying principles of education methodology;
17. Applying principles of current information systems;
18. Applying principles of in-situ hybridization, plastic, and electron microscopy.



At entry level, the Histotechnologist will have the following basic knowledge and skills in:

1. Application of safety and governmental regulations and standards as applied to histotechnology;
2. Principles and practices of professional conduct and the significance of continuing professional development;
3. Communications sufficient to serve the needs of patients, the public and members of the health care team;
4. Principles and practices of administration, supervision, and safety as applied to histotechnology;
5. Education techniques and terminology sufficient to train/educate users and providers of laboratory services.

### Weekly Schedule

Students enrolled in the histotechnology program spend five days per week in lecture, student and clinical laboratories, or other assigned areas. Typical hours of instruction are Monday through Friday 8 a.m. to 3:30 p.m. Clinical rotations vary and may include second shift hours.

ACADEMIC CALENDAR	2018	2018
New Student Orientation	Jan 3	Jan 3
Program Orientation/Classes Begin	Jan 4	Jan 4
Holiday — College Closed	Jan 15	Jan 21
Holiday — College Closed	Mar 30	Apr 19
New Student Orientation	May 14	May 13
Program Orientation/Classes Begin	May 15	May 14
Holiday — College Closed	May 28	May 27
Holiday — College Closed	Jul 4	Jul 4-5
Program Completion/Awards Ceremony	Aug 3	Aug 2
Holiday — College Closed	Sep 3	Sep 2
Holiday — College Closed	Nov 22-23	Nov 28-29
Fall Commencement	Dec 14	Dec 13

### Attendance

Promptness and attendance are expected. Punctuality is very important and notification of absences or tardiness is mandatory. Students are required to be on time for class and attend lectures, student labs, and clinical assignments. Students may jeopardize their ability to successfully pass a course if they are not present and on time for class and clinical rotations. Faculty members keep an official attendance record in each course. The following are additional guidelines with respect to time and attendance.

- Make-up work/time for assignments missed is the responsibility of the student and at the discretion of the education coordinator.
- Students must notify the course faculty member, and when applicable the clinical preceptor, at least one hour prior to the course or clinical start time for any absence or tardiness. If a student is absent without proper notification more than one time, the student may be recommended for dismissal from the program.
- Attendance and punctuality is documented and incorporated in the student's affective grade in each course and may be included on any future job references the education coordinator or program chair writes for the student.
- Students are responsible for communicating daily with the education coordinator to accurately record their time during clinical rotation.

## Grading Policy

The histotechnology program uses the following numerical grade ranges for the final letter grade of each course:

A: 94 — 100	
B: 87 — 93	
C: 80 — 86	
D: 73 — 79	Deficient, non-passing
F: below 73	Failing, non-passing

Students must maintain a “C” average or above in each course. Any student who has an average below 80 at midpoint of the course will be required to develop an Action Plan/Plan for Success in conjunction with the education coordinator and/or program chair. Failure to achieve a course average of 80 or above by the end of the course will result in course failure and academic dismissal from the program. Psychomotor and affective evaluations constitute a percentage of the student’s cumulative grade in each course. Any student who has a consistent problem meeting the psychomotor or affective objectives will be placed on an action plan and if the unacceptable behavior or attitude persists, the student may be recommended for dismissal from the program.

## Testing Guidelines

All examinations and tests are property of Carolinas College of Health Sciences. Students may use the tests for review at times and places designated by the education coordinator. In order to provide test security and enhance the testing environment, test situations will be monitored. Conversation during the testing period is not allowed. No book bags, cell phones, or notes are allowed in the testing areas.

## Certification of Completion

Graduates of the program receive a certificate in Histotechnology and are eligible to take the Histotechnology (HTL) American Society for Clinical Pathology (ASCP) Board of Certification examination to become nationally certified. Graduation and receipt of certificate are not contingent upon passing a certification or licensure exam.

## Awards and Recognition

In addition to other awards given by the college, the Golden Forceps Award is given to the graduating student who demonstrates excellence in clinical performance, service to the community, leadership potential, and scholastic achievement as determined by the program and clinical faculty.

## Curriculum

The curriculum for the certificate program in histotechnology is below:

Course		Credits
HTL 206	Professional Issues	3
HTL 210	Basic Histotechniques	13
HTL 220	Advanced Histotechniques	11
HTL 260	Histotechnology Clinical	8
TOTAL		<b>35</b>

Certificate Requirements		Credits
Applied Courses		35
TOTAL		<b>35</b>



## Clinical Laboratory Sciences: Medical Laboratory Science

### Program Mission

In support of the mission of the College, the mission of the Medical Laboratory Science program is to transform lives by educating, engaging and empowering professionals enabling them to function as competent entry-level medical laboratory scientists and serve in leadership, educational, and technical roles within the profession.

The curriculum is designed to develop critical thinking skills by integrating theoretical concepts with clinical laboratory training. The program consists of six courses containing didactic lectures and supervised education in the clinical laboratories of chemistry, hematology, immunohematology, immunology, microbiology, and the special studies of phlebotomy, professional development, education, research design, and management. In each course, a designated faculty member is responsible for curriculum development, instruction, and evaluation of student progress. The courses include didactic lectures, student laboratory training, and consecutive clinical experiences. Didactic lectures and student laboratory training take place at Carolinas College, with clinical experiences conducted in the laboratories of Carolinas Laboratory Network. On average, during the clinical rotations the faculty/student ratio is one to two.

### Philosophy

The medical laboratory scientist must perform duties in an accurate, precise, timely, and responsible manner; advocate for delivery of quality laboratory services in a cost effective manner; work within the boundaries of laws and regulations; safeguard patient information with respect and confidentiality within the limits of the laws; pursue continuing education; and educate the healthcare community and the public concerning the importance of the medical laboratory.

### Program Goals

The program's master curriculum prepares graduates with the psychomotor skills, cognitive knowledge, and affective attitudes necessary to function as competent entry-level medical laboratory scientists.

The program's master curriculum is in compliance with the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) accreditation criteria.

The program's master curriculum prepares graduates with the cognitive knowledge necessary to successfully pass the American Society of Clinical Pathology Board of Certification exam.

### Student Learning Outcomes

The Medical Laboratory Science program prepares professionals with entry-level competencies necessary to perform the full range of clinical laboratory tests in the areas of clinical chemistry, hematology/hemostasis, immunology, immunohematology/transfusion medicine, microbiology, urine and body fluid analysis, laboratory operations, and other emerging diagnostics, and play a role in the development and evaluation of test systems and interpretive algorithms. Student learning outcomes include:

1. Demonstrate cognitive knowledge of the concepts, principles, and theories necessary to function as a competent entry-level medical laboratory scientist.
2. Demonstrate the affective behaviors necessary to function as part of the healthcare team
3. Demonstrate the psychomotor skills necessary to function as a competent entry-level medical laboratory scientist

### NAACLS Entry-Level Competencies

The medical laboratory scientist will have diverse responsibilities in areas of analysis and clinical decision-making, regulatory compliance with applicable regulations, education, and quality assurance/performance improvement wherever laboratory testing is researched, developed or performed. The Medical Laboratory Science program curriculum is designed to develop these skills at entry-level by integrating theoretical concepts with clinical laboratory training. At completion of the Medical Laboratory Science program, students will have basic knowledge and skills in:

1. Application of safety and governmental regulations and standards as applied to clinical laboratory science;
2. Principles and practices of professional conduct and the significance of continuing professional development;
3. Communications sufficient to serve the needs of patients, the public and members of the health care team;
4. Principles and practices of administration and supervision as applied to clinical laboratory science;
5. Educational methodologies and terminology sufficient to train/educate users and providers of laboratory services;
6. Principles and practices of clinical study design, implementation and dissemination of results;
7. Pre-analytical, analytical, and post analytical components of laboratory services. This includes principles and methodologies, performance of assays, problem-solving, troubleshooting techniques, interpretation and evaluation of clinical procedures and results, statistical approaches to data evaluation, principles and practices of quality assurance/quality improvement, and continuous assessment of laboratory services for all major areas practiced in the contemporary clinical laboratory.

### Weekly Schedule

Students enrolled in the medical laboratory science program spend five days a week in lecture, student and clinical laboratories, or other assigned areas. The general hours of instruction are 7 a.m. to 3:30 p.m., Monday through Friday. Clinical rotations include second shift hours.

ACADEMIC CALENDAR	2018-19	2019-20
New Student Orientation	Aug 13	Aug 12
Program Orientation/Classes Begin	Aug 14	Aug 13
Holiday — College Closed	Sept 3	Sept 2
Holiday — College Closed	Nov 22-23	Nov 28-29
Fall Commencement	Dec 14	Dec 13



ACADEMIC CALENDAR	2018-19	2019-20
Winter Break	Dec 15-Jan 6	Dec 14-Jan 12
Holiday — College Closed	Dec 24-25	Dec 25
Holiday — College Closed	Dec 31-Jan 1	Jan 1
New Student Orientation	Jan 3	Jan 6
Program Orientation/Classes Begin	Jan 4	Jan 7
Holiday — No Classes	Jan 21	Jan 20
Holiday — College Closed	Apr 19	Apr 10
Spring Break	Apr 22	Apr 13
New Student Orientation	May 13	May 18
Program Orientation/Classes Begin	May 14	May 19
Holiday — College Closed	May 27	May 25
Holiday — College Closed	Jul 4-5	Jul 4
August Certificate/Awards Ceremony	Aug 2	Aug 7

## Attendance

Promptness and attendance are expected. Punctuality is very important and notification of absences or tardiness is mandatory. Students are required to be on time for class and attend all lectures, student labs, and clinical assignments. Students may jeopardize their ability to successfully pass a course if they are not present and on time for class and clinical rotations. Students are responsible for missed assignments. Faculty members keep an official attendance record in each course. The following are additional guidelines in regard to time and attendance:

- Students must notify the course faculty member **and** the program chair, and when applicable the clinical preceptor, at least one hour prior to the course or clinical start time for any absence or tardiness. If a student is absent without proper notification more than one time, the student may be recommended for dismissal from the program.
- Attendance and punctuality is documented and incorporated in the student's affective grade in each course and may be included on any future job references the faculty or program chair writes for the student.
- Students are responsible for accurately and legibly recording time in and time out each day in the clinical area.

## Grading Policy

The medical laboratory science program uses the following numerical grade ranges for the final letter grade of each course:

A: 94 — 100	
B: 87 — 93	
C: 80 — 86	
D: 73 — 79	Deficient, non-passing
F: below 73	Failing, non-passing

Students must maintain a "C" average or above in each course. Any student who has an average below 80 at midpoint of the course will be required to develop a plan for success in conjunction with the course faculty and/ or program chair. Failure to achieve a course average of 80 or above by the end of the course will result in course failure and academic dismissal from the program. Psychomotor and affective evaluations constitute a percentage

of the student's cumulative grade in each course. Any student who has a consistent problem meeting the psychomotor or affective objectives will be placed on an action plan and if the unacceptable behavior or attitude persists, the student may be recommended for dismissal from the program.

### Testing Guidelines

All examinations and tests are property of Carolinas College of Health Sciences. Students may use the tests for review at times and places designated by the faculty. In order to provide test security and enhance the testing environment, test situations will be monitored. Conversation during the testing period is not allowed. The faculty will collect all remaining tests and answer sheets. No book bags, cell phones, or notes are allowed in the testing areas.

### Certificate of Completion

Graduates of the program receive a certificate in medical laboratory science and are eligible to take the Medical Laboratory Scientist (MLS) American Society for Clinical Pathology (ASCP) Board of Certification Examination to be nationally certified. Graduation and receipt of certificate is not contingent upon passing a certification or licensure exam.

### Awards and Recognition

In addition to other awards given by the college, the medical laboratory science program presents two awards each year. The Charles U. Mauney Microbiology Scholastic Award is given to the graduating student with the highest GPA in the clinical microbiology course. The Spirit of Excellence Award is given to the graduating student who demonstrates excellence in clinical performance, service to the community, leadership potential, and scholastic achievement as determined by the program faculty.

### Curriculum

The curriculum for the certificate program in medical laboratory science is below:

Course		Credits
MLS 201	Clinical Chemistry	12
MLS 202	Hematology/Coagulation/Clinical Microscopy	8
MLS 203	Immunochemistry (Blood Bank)	9
MLS 204	Clinical Immunology	4
MLS 205	Clinical Microbiology	10
MLS 206	Professional Issues: (Professional Development) (Education) (Research Design and Analysis) (Management)	3
TOTAL		<b>46</b>
<b>Certificate Requirements</b>		
Applied Courses		46
TOTAL		<b>46</b>



## Clinical Laboratory Sciences: Non-Credit Course Offerings

The clinical laboratory sciences department provides innovative non-credit training solutions for healthcare professionals. Courses are offered with clinically relevant skills and practical applications to enhance the care of patients. Participants can gain hands-on experience to prepare them for entry into a health professions career, prepare for licensure examinations and certifications, or enhance their skill set for advancement.

### Phlebotomy

This 200-hour, non-credit course culminates in eligibility to sit for a national certification examination. The program is approved by the National Accrediting Agency for Clinical Laboratory Sciences. The first half of the program consists of lecture and student laboratory practice and provides instruction in the skills needed for proper collection of blood. Emphasis is on ethics, legalities, medical terminology, safety and infection control, healthcare delivery systems, patient relations, anatomy and physiology and specimen collection/processing. Students in this program take CON 010. Graduation and receipt of a certificate is not contingent on passing a certification of licensure exam.

The second half provides the clinical experience in which students are assigned to a variety of healthcare settings to develop skills necessary to perform successful phlebotomy procedures. Times and locations will vary based on the availability of clinical sites. Clinical rotations utilize inpatient and outpatient laboratory facilities of the Atrium Health.

### Expected Student Outcomes (NAACLS Entry-Level Competencies)

At entry level, the phlebotomist will possess the following entry level competencies:

1. Demonstrate knowledge of the health care delivery system and medical terminology;
2. Demonstrate knowledge of infection control and safety;
3. Demonstrate basic understanding of the anatomy and physiology of body systems and anatomic terminology in order to relate major areas of the clinical laboratory to general pathologic conditions associated with the body systems;
4. Demonstrate basic understanding of age specific or psycho-social considerations involved in the performance of phlebotomy procedures on various age groups of patients;

5. Demonstrate understanding of the importance of specimen collection and specimen integrity in the delivery of patient care;
6. Demonstrate knowledge of collection equipment, various types of additives used, special precautions necessary and substances that can interfere in clinical analysis of blood constituents;
7. Follow standard operating procedures to collect specimens via venipuncture and capillary (dermal) puncture;
8. Demonstrate understanding of requisitioning, specimen transport and specimen processing;
9. Demonstrate understanding of quality assurance and quality control in phlebotomy;
10. Communicate (verbally and nonverbally) effectively and appropriately in the workplace..

### Attendance

Time missed must be made up within the designated duration and hours of the course. If more than 12 hours are missed, the student may be dismissed from the program at the discretion of the program coordinator. Notification of absences is mandatory, and the program coordinator must be notified at least one hour in advance of an absence. It is the student's responsibility to contact the program coordinator and arrange for make-up materials/schedule upon return to the facility.

If a student is tardy two times, the program coordinator will counsel the student and documentation will go into the student's file. More than three tardies can result in dismissal from the program

### Grading Policy

The numerical range for course grades:

A: 92 — 100	
B: 84 — 91	
C: 77 — 83	
D: 70 — 76	Deficient, non-passing
F: 69 & below	Failing, non-passing

All students must have a grade average equal to at least a "C" (77) for the didactic section and demonstrate satisfactory performance in all components of the student lab section to advance to the clinical training section. Students will be evaluated periodically during the course and an action plan will be developed as necessary to ensure student success. The final course grade is based on a combination of the didactic grade and the clinical rotation grade. The clinical rotation evaluation, completed by site instructors, is both skill-based and affective. Graduates receive a certificate which is not contingent upon passing a licensure or certification exam.

### Certificate of Completion

Graduates of the program receive a certificate in phlebotomy and are eligible to take the Phlebotomy (PBT) American Society for Clinical Pathology (ASCP) Board of Certification Examination to be nationally certified. Graduation and receipt of certificate is not contingent upon passing a certification or licensure exam.

### Basic Phlebotomy Skills for Healthcare Professionals Workshop

This non-credit workshop is designed to provide basic skills in phlebotomy for the practicing healthcare professional. Participants will have an opportunity to review and practice basic venipuncture techniques. Participants will receive a competency checklist as well as a personal skills assessment. This class is available several times per year as requested by departments within Atrium Health. This course offers 6.5 hours of continuing education credits. Students in this course enroll in CON 011.



## Specialist in Blood Bank Technology/Transfusion Medicine

This non-credit, 12-month, online Specialist in Blood Bank Technology/Transfusion Medicine (SBBT/TM) program is for individuals currently employed in the blood bank field. The program utilizes a web-based course management system to deliver didactic content. Students are not required to travel to campus. All lectures, assignments and cognitive examinations are completed online. Clinical checklists are completed at clinical sites (blood center, transfusion service and reference lab) contracted by the students. Students enrolled in this program take two courses: SBB 010 followed by SBB 020. SBB 010 is offered August to December and SBB 020 is offered December to August and SBB 020 is offered January to August of each year. Students must successfully complete SBB 010 before advancing to SBB 020. Upon successful completion of both courses in the program, graduates are awarded a certificate of completion. Graduation and receipt of certificate is not contingent upon passing a certification or licensure exam.

The SBBT/TM curriculum is designed to prepare students to assume positions as technical specialists in the field of blood banking and to take the Specialist in Blood Banking (SBB) national exam administered by the American Society of Clinical Pathology (ASCP). Completion of the Carolinas College SBBT/TM program does not allow graduates to sit for the ASCP exam following Route 1. Individuals interested in the ASCP SBB exam should visit the ASCP website for details on eligibility requirements following Route 2 for SBB certification.

### Program Goals

To develop and maintain a master curriculum that prepares graduates:

- To be competent entry-level Specialists in Blood Bank Technology/Transfusion Medicine.
- Who possess the cognitive knowledge necessary to successfully pass the American Society of Clinical Pathology (ASCP) Specialist in Blood Banking (SBB) Board of Certification (BOC) exam.

### Grading Policy

The numerical range for course grades:

A: 90 — 100	
B: 80 — 89	
C: 70 — 79	
D: 60 — 69	Deficient, non-passing
F: Below 60	Failing, non-passing

### Attendance

Students taking the online SBBT/TM program must have good time management skills, be self-motivated and organized. Weekly online classroom participation is expected and graded as outlined in the course syllabi.

### Testing Guidelines

All cognitive examinations are completed online. Academic integrity is essential. Students are held to the highest standards of ethical conduct. Students are expected to demonstrate honesty and integrity in both the online and clinical setting. All examinations are property of Carolinas College of Health Sciences and are not to be distributed to individuals outside the program.

### Certificate of Completion

Certificates of completion will be mailed to graduates who complete the program.



## Nursing [ADN]

In support of the college mission, the associate degree nursing program prepares graduates to practice at entry level according to the core components as outlined by the National League for Nursing, in a variety of healthcare settings. The core components and competencies include: human flourishing, nursing judgment, professional identity, and the spirit of inquiry. Additionally, the associate degree nursing program adheres to the core values adopted by Atrium Health of caring, commitment, integrity, and teamwork.

### Philosophy

We, the faculty, believe that:

The person is a holistic individual who is a member of a family and an integral part of society. Each person is a unique bio-psycho-social-cultural-spiritual being with intrinsic dignity and worth. Each person has human flourishing needs that motivate responses to the environment and is a full partner in their care.

Health is a multidimensional, dynamic state reflecting an integrated balance between the psychological, sociocultural, developmental, spiritual, and physical well-being of a person. Each individual strives for an optimal state of health and human flourishing within a range of responses unique to the individual.

The environment encompasses all that is internal and external to the person, real or perceived. The person interacts with and is influenced by a constantly changing environment to maintain a dynamic state of health.

Nursing is a caring profession that uses a holistic approach. A framework of assessment, planning, intervention, and evaluation of outcomes is used to promote, facilitate, restore, and maintain optimal health for individuals and their families. Nursing is a scholarly profession with its own body of scientific knowledge supported and communicated through research and informatics. Through a spirit of inquiry, nursing draws support from the natural and social sciences, economics, and the arts and humanities to enhance nursing judgment and promote evidence-based practice in assisting a diverse population in reaching a personalized human flourishing state throughout the continuum of life.

Caring represents a gift of self, based on sound nursing judgment and intuitive awareness of the patient's physical, psychological, and spiritual needs. It is an interactive process, which is intangible, and finds expression through actions intended to promote human flourishing.

Nursing practice occurs in a variety of settings and is collaborative through communication with the patient, other healthcare professionals, and society in the delivery of safe, organized, effective, and patient-centered

care to culturally diverse patients, groups, and families across the life span. Levels of practice are determined by educational preparation, licensure, and credentialing. The professional nurse is accountable for managing resources and for measuring healthcare outcomes. Nurses assume a professional identity and practice within a professional code of ethics, The Nursing Practice Act, established standards of care, and quality improvement processes. Nurses advocate for patients and are accountable to themselves, the patient, the community, and society as a whole.

Nursing education is a continuous lifelong process which draws upon educational theories, knowledge from nursing and other disciplines. Learning results from the individual's active participation and intrinsic motivation to strive for excellence. We believe the learning process is facilitated when it progresses from simple to complex and concrete to abstract. Learning is goal-directed, building upon previous knowledge with concurrent application. Nursing education promotes information literacy, self-direction, problem-solving, and accountability. Faculty and students are equal partners in the educational process based on trust, support, caring, and respect.

The Carolinas College of Health Sciences associate degree program prepares individuals to contribute to society and the profession of nursing while encouraging matriculation into baccalaureate nursing programs. The faculty accepts the responsibility for guiding and directing the student and creating an environment conducive to learning while recognizing the experiences and needs of each student. The faculty serves as educators, facilitators, mentors, consultants, role models, and colleagues to students as well as the community.

## Organizing Framework

The philosophy of the nursing faculty shapes the curriculum. The core components and competencies identified by the National League for Nursing are major elements of the curriculum's organizing structure.

The organizing framework contains the following core components and competencies:

- Human flourishing
- Nursing judgment
- Professional identity
- Spirit of inquiry

## Clinical Activities and Facilities

Students are assigned to clinical groups to provide a variety of experiences, to provide consistency, and to promote achievement of clinical student learning outcomes. Assignments may include evening and weekend hours and community settings. Students will be required to maintain current CPR credentials as required by the college and current immunizations and Tuberculosis Skin Test (TST).

The following are the major clinical facilities for the nursing program:

- Carolinas Medical Center (CMC)
- Atrium Health Behavioral Health (Charlotte & Davidson)
- CMC-Mercy
- CMC-Myers Park
- CHS-Pineville
- Levine Cancer Institute
- Levine Children's Hospital
- MEDIC - Mecklenburg EMS Agency

## Clinical/Lab Attendance

Clinical/lab experiences are provided each semester to allow students the opportunity to correlate theory with patient care. Students are expected to attend all laboratory and clinical experiences in order to satisfactorily

achieve clinical student learning outcomes. Students may jeopardize their ability to successfully pass clinical if they are not present and on time for clinical experiences. Promptness and attendance are expected.

Students are expected to arrive in the clinical area at the designated time in full uniform. In order to be permitted to remain in the clinical area, the student must comply with the clinical dress code policy. Notification of clinical absences or tardiness is mandatory. The clinical area or instructor must be notified at least one hour in advance of an absence; leaving prior to the end of clinical schedule counts as absent time.

In order to be approved for clinical release time for attending student conventions/meetings, the student must:

- Have a grade average of "C" or better in the theory portion of the current nursing class, and
- Currently have a "satisfactory" in the clinical component, and
- Not have an ongoing action plan in effect, and
- Submit the request for clinical release time to the course lead faculty at least two weeks prior to the scheduled trip.

### Clinical Assignments/Preparations

The clinical schedule/rotation will be posted for each course. Specific assignments to groups are made to provide the student a variety of experiences in a variety of settings. Clinical assignments will be posted using only a patient's initials in order to ensure privacy. Students are expected to prepare for clinical assignments as stated in the course syllabus. Students who are not properly prepared will not be permitted to remain in the clinical area.

During pre-conference the student will be expected to verbally relate essential information about his/her assigned patient to the clinical group. Post-conference activities will be determined by group needs and conducted at the discretion of the clinical instructor. The purpose of the post-conference is to assist the student in synthesizing information presented in class, clinical, and skills lab.

### Competency Guidelines

In order for the student to be successful in performing skills in the clinical setting, demonstration of skills in the simulated lab is required for specified skills. Each course identifies the specific skills in the syllabus. The following student behaviors are necessary for skill verification:

- Clearly demonstrate an understanding of the principles and rationale related to the skill;
- Demonstrate how the skill is performed within a specified time frame, and
- While performing the skill, identify nursing responsibilities for the patient.

Any skill that has been previously validated may be reevaluated for students who are not attending class before the student can return to the clinical setting. Additional remediation may be required for some skills.

### Clinical Evaluation

A clinical evaluation tool is designed for each course and is used by the faculty and student to appraise the student's performance. Each student will receive weekly feedback, verbally and/or in writing. Self-evaluation by students is required. The clinical evaluation tool serves as a means for documenting strengths, weaknesses, and progress of the student in meeting the clinical student learning outcomes. If the student is having difficulty or is unsatisfactory at any time, the faculty member and the student may develop an action plan. The action plan constitutes a contract for improvement. By the end of the course, each student must achieve a satisfactory in the clinical component of the course to be successful and progress. Satisfactory is defined as the consistent demonstration of expected role competencies in each student learning outcome. Following the evaluation conference, the clinical evaluation tool is signed by the student and faculty member. Signature of the student indicates that he/she has read the tool; it does not necessarily indicate agreement. The student has the option of writing additional comments.

## Grading Policy

Unless otherwise specified in course syllabus, the conversion of numeric to letter grades will be as follows:

- A: 92 - 100
- B: 84 - 91
- C: 77 - 83
- D: 70 - 76
- F: 69 & below

## Testing Guidelines

In order to provide for test security and enhance the testing environment, the following guidelines will be used by nursing faculty for both computerized testing and paper and pencil testing. Additional specific requirements may be included in each course syllabus.

1. Students should come prepared with #2 pencils for use on Opscan answer forms if paper and pencil testing is used.
2. Only college-issued calculators will be used for mathematical computations.
3. Students with documented special accommodations (i.e., additional testing time, private testing room) are responsible for making the lead instructor of each course aware of individual needs during the first week of each course.
4. No conversation is permitted between test distribution and collection of tests or beginning of co-operative testing, whichever is applicable.
5. All cell phones should be turned off before the test begins; if a student inadvertently leaves his/her phone on and recognizes it during the test, he/she should request instructor supervision before accessing that device.
6. Students must review the policy for missed tests in the course syllabus.
7. Students who are tardy for a test must complete the test within the remaining time after arrival or take the consequences of a missed test.
8. Students who are not exempt and are unable to take the final exam the week it is scheduled will be subject to an "I" (incomplete) grade and must make arrangements for removing that grade prior to beginning the next nursing course.
9. In order to promote academic integrity, students are expected to comply with faculty requests promptly. Such requests may include, but are not limited to: changing seats, removing hats/hoods, moving personal items to the front of the room, limiting food/beverages on table tops, clearing table tops.
10. Leaving the testing location with a test is an honor code violation.
11. The student must put down pencil and submit the test promptly when the end of the test is called; no additional time will be given for completion or "checking over" of the test.
12. It is considered an honor code violation to discuss test questions outside the classroom or instructor's office.

## Post-Test Analysis

The course faculty will review the statistical analysis of individual test items as well as other significant issues prior to posting test grades. Decisions to exclude or keep a test item are at the discretion of the course faculty.

## Test Review

Test reviews will be held to allow students the opportunity to review their performance. Faculty are also available for individual appointments. After final course grades are submitted to the registrar, there will be no further review of any course tests/final exams by students.



## Total Testing

The school of nursing utilizes a total testing program to enhance the students' educational process. The testing program is used to: decrease attrition rates, encourage critical-thinking and use of nursing process, increase performance on the NCLEX-RN, and validate the nursing curriculum against national norms. The testing program provides numerous practice tests for students to utilize as review and in preparing for these tests. Students are required to take a Comprehensive Assessment Profile (CAP) test at the end of each course. To successfully complete the CAP test requirement of a course the student will have one opportunity to take CAP test(s) associated with the course in which they are enrolled. Proficiency in the content will be determined by levels described in the syllabus and will comprise 5% of the course grade.

## Academic Progression

After the first course failure or withdrawal, an opportunity for progression with continued enrollment exists for students in the ADN nursing program. Progression is intended to allow the student to remain enrolled, seek the support necessary to be successful, and continue making progress towards graduation. Students are expected to successfully complete all courses in the master curriculum. When a student is unsuccessful in two or more courses in the same semester, the opportunity to progress is not an option and the student will be dismissed. The student may have the opportunity to apply for readmission to the program.

When a student is unsuccessful in a course, the course faculty will notify the program chair regarding the failure/withdrawal and complete the Petition for Progression – Faculty Form outlining factors that may have contributed to the student's unsuccessful performance in the course and recommending potential action steps the student can take to enhance his/her success in the course. The student's clinical faculty and advisor will provide the same information, if applicable. The program chair will contact the student to discuss the process for requesting progression and determine if the student is eligible to progress in the program (i.e., first failure/withdrawal, student in good standing with respect to financial, clinical eligibility, etc.). With faculty input, the program chair will determine if the progression can occur in the next semester. In addition, eligibility to progress will be based on space availability and course offerings.

The program chair will notify the student of his/her eligibility to progress and request completion of the Petition for Progression prior to the start of the next course session. Completion of the Petition for Progression will require an action plan for improvement. Students that fail to submit the Petition for Progression form by the established deadline will be automatically deferred to the next semester.

## Nursing Progression

Students who are unsuccessful in a nursing master curriculum course can progress to the next course based on co-requisite requirements, space availability and faculty approval. Specific information for each level of nursing is indicated below:

- A student who is unsuccessful in Nursing 101 or any required co-requisite course may not progress in the nursing curriculum until that course is successfully repeated, but may remain enrolled as a general studies student or may repeat the problematic class at the first available offering in which space is available. A student who is unsuccessful in an intermediate nursing course or a co-requisite class may automatically progress to the next course depending upon placement, space availability, and course offerings. Nursing students who are unsuccessful in a general studies course may not progress if the course is a prerequisite for a course in the subsequent semester. General studies courses are expected to be taken as prescribed in the nursing master curriculum plan. A student who transfers into the nursing program is ineligible for progression if they had been unsuccessful in a nursing course in their previous program. All students must attend a professional organization meeting in order to progress into NUR 202.
- A student who is unsuccessful in NUR 202 may repeat the class at its next offering, provided space is available.
- In all instances above the program chair will contact the student to discuss the process for requesting progression. The program chair will notify the student of his/her eligibility to progress and request completion of the Petition for Progression – Student form. Completion of the Petition for Progression will require an action plan for improvement. Students that fail to submit the Petition for Progression form by

the established deadline will be automatically deferred to the next semester. Students who complete this form and are offered a space in a course may delay progression by no more than one nursing course. An additional voluntary waiver of progression results in program withdrawal. The nursing faculty and program chair will determine if the student is allowed to return to the next available class or if additional remedial time is needed prior to progressing.

- Students unsuccessful in two courses in the nursing master curriculum plan will be dismissed from the program with the option of applying for readmission. Two unsuccessful attempts of the same course will result in dismissal with no option to reapply.
- The program chair will determine, if and when, the student will progress in the program, based on, but not limited to:
  - Academic experience within the college.
  - Actions the student will take to ensure his/her future success.
- Upon approval of the progression request, the program chair will send a letter of notification to the student and the director of student records and information management. Students in progression are encouraged to work with their advisor and the student success coordinator to complete their plan for success.
- The maximum time a student can be away from the applied courses in the master curriculum while in progression is one year from the last successfully completed applied course.
- Any skill that has been previously validated may require reevaluation before the student can return to the clinical setting. Additional remediation may be required for some skills.
- Students who have an outstanding financial obligation to the college will not be allowed to progress.
- The progression policy does not apply to students who have been administratively dismissed.

### Nurse Aide II Certification

Students successfully completing NUR 101 and demonstrating successful verification of the listed skills may be eligible to apply to the NC Board of Nursing for listing as a Nurse Aide II. An application, program chair verification, and a fee must be submitted to the North Carolina Board of Nursing by the applicant.

### Clinical Excellence Awards

In addition to other awards given by the college, nursing excellence awards are presented to graduating nursing students. These awards are presented to nursing graduates who exhibited commendable performance in clinical and best exemplified the core components of each nursing specialty practice. Nursing faculty select graduates for the following nursing excellence awards: Adult Health, Behavioral Health, Child-Adolescent, Maternal-Neonatal and Acute Clinical Concepts.

### Licensure

Students successfully completing the nursing program are eligible to apply for licensure as a registered nurse through individual state boards of nursing. Successful completion of the computer adaptive National Council Licensure Examination (NCLEX-RN) is a licensure requirement. Fees for taking the examination vary from state to state.

### Curriculum

The curriculum for the associate degree in nursing is below:

First Semester, Beginning Level		Credits
NUR 100	Nursing Medical Terminology	1
NUR 101	Nursing Fundamentals	8
BIO 101	Human Anatomy & Physiology I	4
MAT 101	College Math	3
TOTAL		<b>16</b>

<b>Second Semester, Intermediate Level</b>		<b>Credits</b>
NUR 151*	Adult Health	4
NUR 152*	Adult Health	4
<i>BIO 102</i>	<i>Human Anatomy &amp; Physiology II</i>	4
<i>PSY 102</i>	<i>Human Growth &amp; Development</i>	3
TOTAL		<b>15</b>

<b>Third Semester, Intermediate Level</b>		<b>Credits</b>
NUR 153*	Child & Adolescent Health	4
<i>BIO 200</i>	<i>Microbiology</i>	4
<i>PSY 101</i>	<i>General Psychology</i>	3
TOTAL		<b>11</b>

<b>Fourth Semester, Intermediate Level</b>		<b>Credits</b>
NUR 154*	Maternal-Neonatal Health	4
NUR 155*	Behavioral Health	4
<i>SOC 101</i>	<i>Introduction to Sociology</i>	3
<i>ENG 101</i>	<i>English Composition</i>	3
TOTAL		<b>14</b>

<b>Fifth Semester, Advanced Level</b>		<b>Credits</b>
NUR 202	Advanced Nursing	8
<i>HUM ELE</i>	<i>200-level Humanities Course</i>	3
ELE	Elective	3
TOTAL		<b>14</b>

<b>Degree Requirements</b>		<b>Credits</b>
Applied Courses		37
General Studies Courses (denoted in italics above)		30
Elective Course		3
TOTAL		<b>70</b>

\*Sequence of classes may vary.

### LPN-to-ADN Option

Students with a current, unencumbered LPN license are awarded 9 semester credit hours toward graduation requirements representing NUR 100 and NUR 101. Students must have completed all of the general studies requirements up to their entry point including at least BIO 101 and MAT 101.



## Nursing [RN-BSN]

The Bachelor of Science in Nursing (RN-BSN) completion program is designed for graduates from an accredited associate or diploma degree program who want to advance professionally by completing a BSN degree. In support of the college mission, the RN-BSN program adds to previous education and practice experiences and prepares graduates for professional nursing practice as a baccalaureate generalist according to the following essentials of education outlined by the American Association of Colleges of Nursing [AACN (2008)]:

- I. Liberal education for baccalaureate generalist nursing practice
- II. Basic organizational and systems leadership for quality care and patient safety
- III. Scholarship for evidence based-practice
- IV. Information management and application of patient care technology
- V. Health care policy, finance and regulatory environments
- VI. Interprofessional communication and collaboration for improving patient health outcomes
- VII. Clinical prevention and population health
- VIII. Professionalism and professional values
- IX. Baccalaureate generalist nursing practice

Additionally, the RN-BSN program adheres to Atrium Health's core values of caring, commitment, integrity, and teamwork.

### Philosophy

We, the faculty, believe BSN-prepared nurses deliver safe, evidence-based care within complex healthcare environments. As health care services and environments rapidly evolve, nurses are expected to assume a variety of roles, coordinate care, work in interprofessional teams, and support the nursing profession. Caring encompasses the foundation of professional nursing and the systematic process utilized to devise the goals of nursing actions. Additionally, professional nursing practice extends across the lifespan of human beings to include individuals, families, aggregates, communities, and populations. Humans are complex, open systems who are integral with their environments. The faculty believe that nursing is concerned with human interactions within their environments and its influence on health. Therefore, BSN nursing education at Carolinas College, with the support of Atrium Health, prepares learners for professional practice to serve the people of the greater Charlotte region and beyond.

The professional nurse is continuously applying clinical reasoning and critical-thinking competencies to practice. As nursing knowledge transforms into wisdom, the BSN nurse utilizes informatics, science, liberal arts, and leadership to not only improve care outcomes but to promote wellness, prevention, and rehabilitation. The baccalaureate generalist continuously evaluates his or her lifelong learning goals to seek opportunities for growth, currency, and professional development.

The faculty at Carolinas College guide, design, and coordinate the BSN experience to successfully meet the needs of students by implementing integrative strategies for learning. Learners have a varied set of cognitive, psychological, social, and cultural characteristics that require faculty to meet diverse learning needs and styles. Learning and education objectives are focused on the professional practice and roles of the baccalaureate generalist nurse.

### **RN-BSN Organizing Framework and Student Learning Outcomes**

The RN-BSN program curriculum is framed from the Essentials of Baccalaureate Education for Professional Practice developed by the American Association of Colleges of Nursing (AACN, 2008). The student learning outcomes (SLOs) for the RN-BSN program at Carolinas College aligns with this established AACN framework for the curriculum and are listed below:

- Essential I. Liberal education for baccalaureate generalist nursing practice
  - SLO 1: Integrate concepts from arts and sciences into professional nursing practice
- Essential II. Basic organizational and systems leadership for quality care and patient safety
  - SLO 2: Utilize knowledge of organizational systems leadership in the delivery of safe, quality care
- Essential III. Scholarship for evidence-based practice
  - SLO 3: Demonstrate use of evidence-based practice in the provision of clinically competent care
- Essential IV. Information management and application of patient care technology
  - SLO 4: Implement knowledge of technology for clinical decision making in quality care delivery
- Essential V. Health care policy, finance and regulatory environments
  - SLO 5: Examine principles and policies related to system financial and regulatory constraints in the provision of care
- Essential VI. Interprofessional communication and collaboration for improving patient health outcomes
  - SLO 6: Demonstrate the use of interprofessional communication and collaboration to enhance quality patient outcomes
- Essential VII. Clinical prevention and population health
  - SLO 7: Develop interventions for health promotion and disease prevention to people and diverse populations
- Essential VIII. Professionalism and professional values
  - SLO 8: Integrate professional values in the provision of ethical, culturally competent, non-judgmental care
- Essential IX. Baccalaureate generalist nursing practice
  - SLO 9: Translate and apply knowledge of nursing concepts and evolving competence to patient populations in complex, diverse healthcare environments

### **Program Format**

The RN-BSN program includes content focused on the evolving healthcare environment. The 100% online program with 7-week courses is designed in an accessible and accelerated format to accommodate student flexibility. Most students can complete the program within 18 months. RN-BSN courses are open to health science students with specialties outside of nursing. Therefore, nursing students have the unique opportunity for interprofessional experiences through student-to-student course activities.



- Teaching Methods
  - Examples may include: Multimedia lectures, readings, online discussions and activities, “check your knowledge” quizzes, scholarly writing exercises, collaborative projects and presentations, peer and instructor feedback.
  - Student-Content Interactions
    - » Examples may include: Students will engage with course content by completing weekly reading assignments; viewing weekly lectures and videos; completing quizzes and other online activities and participating in online small group discussions. Students will engage in formative assessments to guide learning and summative assessments to measure the mastery of learning standards and curriculum essentials.
  - Student-Instructor Interactions
    - » Examples may include: Students will watch the instructor’s lectures online and will interact with the instructor through the class discussion board. Every week, the professor will provide feedback to students on completed learning activities and assignments in the multimedia format.
  - Student-Student Interactions
    - » Examples may include: At the beginning of the semester, students will introduce themselves on the class discussion board. Throughout the semester, students will be encouraged to ask questions about the course on the class discussion board and answer their peers’ questions as appropriate. Students will participate in small group assignments or discussion boards.

### Online Attendance

Students are expected to login to courses four or more times weekly to read announcements, obtain course updates, and participate in learning activities for the week. It may be necessary to login more often to complete assignments and communicate with peers and faculty. Students may find it helpful to make a calendar or checklist to organize study routines. Unsatisfactory attendance may be considered adequate reason by the course faculty to request the student to withdraw from the course.

### Guidelines for Electronic Communication

Course-related communication with faculty and class members is considered professional communication. Courses with required online discussions may have rules pertaining to participation and academic rigor. Refer to the Acceptable Use policy for more information about electronic communication and netiquette.

### RN-BSN Grading Policy

The conversion of numeric letter grades will be as follows:

- A: 90 - 100
- B: 80 - 89
- C: 75 - 89
- D: 70 - 74
- F: 69 & below

### Licensure

Students need to maintain a current unencumbered registered nurse license in their state of residency while enrolled in the program. A student whose license becomes encumbered or is not current must immediately contact his or her faculty of record and the program chair.

## Technology Requirements

Refer to the Access to Information Technology policy for minimum technology requirements.

## Minimal Expectations for Technical Skills

Students are expected to be able to:

- Create and edit documents using Microsoft Word, Excel and PowerPoint.
- Send and receive email messages with file attachments.
- Navigate the Internet and use search engines.
- Upload and download files from the learning management system (Moodle) and other sites as directed by course instructor(s).
- Learn additional technical skills following instructions provided by course instructor(s)

## Curriculum

The RN-BSN degree is a 120-credit hour program designed to include content focused on the evolving health care environment and utilize lower-level coursework completed at the associate degree or diploma level as the foundation of the baccalaureate program. The RN-BSN program includes:

1. Thirty-seven (37) credit hours of designated NUR core content validated and awarded based upon RN licensure,
2. Thirty-three (33) credit hours of lower-level general education courses, completed in prior associate degree nursing program or previous college credits, or can be taken concurrently while enrolled in RN-BSN program,
3. Eighteen (18) credit hours of upper-level general education courses, and
4. Thirty-two (32) credit hours of upper-level nursing courses.

## RN-BSN – Master Curriculum Plan

Upper Level General Education Courses		Credits
ELE XXX	General Education Elective (courses may vary)	3
ENG 240	Research and Evaluation	3
HUM 2XX	May include History, Literature, Humanities, Performing Arts, Interdisciplinary Arts, Philosophy, Religion or Visual Arts	3
IDS 301	Biopsychosocial Aspects of Aging	3
MAT 201	Elementary Statistics	3
SOC SCI 2XX	May include Psychology, Sociology, Leadership, Economics Political Science, or Anthropology	3
TOTAL		<b>18</b>

Upper Level Applied Nursing Courses		Credits
NUR 301	Transition to Baccalaureate Nursing	3
NUR/HLC 310	Cultural Aspects of Health and Illness	3
NUR/HLC 320	Legal/Ethical Issues in Healthcare	3
NUR/HLC 330	Inter-Professional Collaboration and Problem Solving	3
NUR/HLC 340	Health Promotion and Population Health	4
NUR/HLC 350	Healthcare Informatics	3
NUR/HLC 410	Research and Evidence-Based Practice	3
NUR/HLC 420	Transformational Leadership and Management	3
NUR/HLC 430	Healthcare Policy and Regulation	3
NUR 450	Capstone Project	4
TOTAL		<b>32</b>

*Please note that NUR 301 is the mandatory first course of the RN-BSN curriculum and NUR 450 is the culminating course and must be taken at the end. All other coursework can be taken in any sequence based on availability and the individual student's program of study*



## Radiation Therapy

The radiation therapy program is a one-year certificate program for graduates of accredited radiography or nuclear medicine technology programs. In support of the college mission, the radiation therapy program prepares graduates to function as an entry-level radiation therapist according to the professional didactic curriculum outlined by the American Society of Radiologic Technologists (ASRT) and the clinical competency requirements outlined by the American Registry of Radiologic Technologists (ARRT). Additionally, the radiation therapy program adheres to the core values adopted by the college and by Atrium Health of caring, commitment, integrity, and teamwork.

### Philosophy

Faculty members believe that learning is facilitated when the learner is actively engaged in the educational process and motivated to strive for excellence. The radiation therapy program emphasizes student participation, knowledge, comprehension, integration, and application of theoretical and clinical concepts. Program faculty are committed to the success of each student. To this end, we accept the responsibility for guiding and directing the student and creating an environment conducive to learning. Program faculty members serve as educators, facilitators, mentors, consultants, role models, and colleagues. We will support, encourage, and challenge the student to achieve professional growth through the acquisition of technical knowledge and to expect personal growth through touching the lives of the very special patients entrusted to their care.

The radiation therapy program fosters learning by providing an environment that is intellectually stimulating, as well as caring. We believe that being a professional is more than being technically excellent. Radiation therapy is a high-tech, high-touch profession, providing the opportunity to deliver quality patient care and comfort while working with technologically sophisticated equipment. Professional practice is based on demonstrated knowledge, skills, and attitudes, as well as ethical, legal, and professional standards. The comprehensive structure of the program is designed to help create and instill a sense of professional pride and accountability.

We believe that the professional education of the student in radiation therapy is dynamic and evolving, impacted by current and future trends in the environment, healthcare system and the economy. Education is a continual process and the tools necessary for continued learning should be strengthened and refined through participation in professional organizations and continuing educational activities. Our graduates are prepared to continue to develop as professionals in the field of radiation therapy.

## Mission and Goals

The mission of the radiation therapy program is to engage students in active learning; empowering them to build knowledge, develop skills, and become competent, entry-level radiation therapists.

The goals of the program are to provide the radiation therapy community with graduates that:

- Competently administer prescribed courses of treatment.
- Employ critical thinking to solve problems.
- Utilize effective communication skills.
- Exhibit professional behaviors.

## Clinical Activities and Supervision

Students are assigned to clinical rotations to provide a variety of experiences, to provide consistency, and to promote achievement of clinical objectives. Students are required to maintain current CPR credentials as required by the college, current immunizations, and to receive annual tuberculin skin testing (TST). All radiation therapy procedures are performed under the direct supervision of a qualified practitioner. Direct supervision means that the qualified practitioner:

- Is a board-certified radiation oncologist, registered nurse (RN), radiation therapist (RTT), dosimetrist (CMD), or medical physicist (MS/PhD).
- Reviews the procedure in relation to the student's achievement.
- Evaluates the condition of the patient in relation to the student's knowledge.
- Is present during the procedure, and
- Reviews and approves the procedure.

## Clinical Facilities

The following are the major clinical facilities for the radiation therapy program:

- Levine Cancer Institute – Carolinas Medical Radiation Therapy
- Levine Cancer Institute – Northeast Radiation Therapy
- Levine Cancer Institute – Pineville Radiation Therapy
- Levine Cancer Institute – Rock Hill Radiation Therapy
- Levine Cancer Institute – University Radiation Therapy
- CaroMont Regional Medical Center
- Gibbs Cancer Center (Spartanburg & Pelham, SC)
- Mission Hospital - Radiation Oncology

Other facilities will be added as appropriate.

## Clinical/Lab Attendance and Punctuality

Clinical/lab experiences are provided during the semester to allow students the opportunity to correlate theory with the actual performance of radiation therapy procedures. Students are expected to attend all scheduled assignments in order to satisfactorily achieve clinical objectives and are required to attend a minimum number of hours of clinical/lab during the semester as specified in the syllabus. In order to be permitted to remain in the clinical affiliate, the student must comply with the clinical dress code and radiation safety policies.

## Clinical Expectations

Specific assignments to clinical affiliates are scheduled to provide the student with a variety of experiences in a variety of settings. In addition, regional considerations are also applied when determining clinical schedules. Students will not be required to attend clinical facilities outside of the region for which they were accepted.



However, all students are required to be on campus two days per week for completion of associated didactic courses. Students receive a clinical notebook at the beginning of the course with specific guidelines outlining the clinical requirements and objectives for the course as well as policies and procedures for the RTT program. Students are responsible for maintaining proficiency in all radiation therapy procedures and clinical skills previously taught. Periodic evaluation by the clinical coordinator/clinical supervisor will ensure the student is maintaining the necessary clinical skills.

### Clinical Competency Evaluation/Skills

For the student to be successful in the clinical setting, competency evaluation is required for specific radiation therapy procedures and skills. There are core clinical competencies that all students must demonstrate to establish eligibility for graduation and ARRT certification. Competency/skills requirements are identified in the clinical notebook.

The clinical competency requirements for radiation therapy include 43 mandatory procedures in the following 6 areas: general patient care, simulation procedures, dosimetry calculations, fabrication of beam modification devices, low-volume, high-risk procedures, and radiation treatment procedures. Additional competencies may be specified in the clinical notebook. The ARRT requirements specify that clinical competency will be demonstrated on patients however, certain clinical procedures may be demonstrated under simulated conditions. Demonstration of competency should include variations in patient conditions (e.g., age, gender, medical condition).

### Clinical Evaluation Tools

Clinical evaluation tools are designed for each clinical course and are used by the clinical staff to appraise the student's performance. Each student will receive feedback, verbally and in writing, throughout the semester. Students will be evaluated on their affective, effective, cognitive and psychomotor skills in each clinical facility and assignment. The clinical staff or supervisor will review and discuss the results of these evaluations with the student as they are completed. In addition, clinical conferences between the program chair, clinical supervisor and student will be scheduled periodically throughout the semester. The clinical conference serves as a means for documenting strengths, weaknesses and progress of the student in meeting the clinical requirements and objectives. The clinical conference also assists the student in synthesizing information presented in lecture, lab and clinical.

### Radiation Safety

Maximum radiation protection will be provided to each radiation therapy student according to the clinical agency's radiation safety policies.

### Student Pregnancy Policy

If disclosure of a potential pregnancy is presented to the program chair, a counseling session will be immediately arranged with the Atrium Health radiation safety officer for:

- Discussion of the Nuclear Regulatory Commission's (NRC's) regulations on radiation protection.
- Discussion of the North Carolina Regulations for Protection Against Radiation as adopted by the North Carolina Radiation Protection Commission (NCRPC).
- Review of the student's cumulative radiation monitoring report.
- Review of As Low As Reasonably Achievable (ALARA) principles with emphasis on radiation-control procedures, and
- Provision of a second radiation monitor to be positioned at waist level and under any protective lead apron to specifically monitor exposure to the fetus/embryo.

The student will be required to read and sign a form attesting to the fact that the aforementioned information has been provided and that she has been given the opportunity to ask questions and provide input into the counseling session and that she understands that the level of risk associated with her clinical education is much less than that experienced by nearly all occupational groups.

Following the counseling session with the Atrium Health Radiation Safety Officer the student may elect to: continue in the course without modifications to clinical education or apply for a withdrawal/leave of absence (W/LOA) from the program with re-entry as listed in the catalog/student handbook. Students who satisfy all requirements of the leave of absence policy are guaranteed re-entry into the program when factors indicating readiness to return have been met. All information regarding a student's declared pregnancy will be held in strict confidence. The student may revoke the declaration via written notification at any time without explanation.

### Grading Policy

Unless otherwise specified in a course syllabus, the conversion of numeric to letter grades will be as follows:

- A: 94 - 100
- B: 87 - 93
- C: 80 — 86
- D: 73 — 79
- F: 72 or Below

The final course grade may be affected by attendance, punctuality and other policy considerations.

### Grade Progression Policy

Students must earn a minimum score of 80.0 on each clinical requirement to receive a satisfactory clinical rating. Students must also maintain a minimum course average of 80.0 or letter grade of "C" in each curriculum course. Any student who has a course average below 80.0 at midterm will develop an Action Plan/Plan for Success with the approval and support from the course faculty. Failure to achieve a minimum score of 80.0 on each clinical requirement and/or a course average of 80.0 by the end of the course will result in program dismissal.

### Awards and Recognition

In addition to other awards given by the college, an Award of Academic Excellence is given to the graduate who has earned the highest overall GPA in program-specific clinical and didactic courses.

### Certification

Graduates are eligible to challenge the National Certification Examination in Radiation Therapy administered by the American Registry of Radiologic Technologists (ARRT).

### Curriculum

The curriculum for the certificate program in radiation therapy is below:

Fall Semester		Credits
RTT 210	Introduction to Radiation Therapy Procedures	3
RTT 215	Oncology Nursing and Patient Care	3
RTT 220	Oncology I	3
RTT 230	Radiation Therapy Physics	4
RTT 240	Radiation Therapy Practicum I	4
TOTAL		<b>17</b>

<b>Spring Semester</b>		<b>Credits</b>
RTT 211	Quality Management	2
RTT 221	Oncology II	3
RTT 231	Dosimetry	4
RTT 241	Radiation Therapy Practicum II	4
RTT 250	Radiation Biology & Health Physics	3
TOTAL		<b>16</b>

<b>Summer Semester</b>		<b>Credits</b>
RTT 222	Oncology Decisions	3
RTT 232	Treatment Planning	3
RTT 242	Radiation Therapy Practicum III	3
RTT 260	Research	1
RTT 270	Radiation Therapy Seminar	3
TOTAL		<b>13</b>

<b>Certificate Requirements</b>		<b>Credits</b>
Applied Courses		46
TOTAL		<b>46</b>



## Radiologic Technology

The radiologic technology program is a two-year associate degree program that prepares graduates for a career as a radiologic technologist. Radiologic technology is the health profession that deals with medical imaging in the diagnosis, assessment and treatment of disease. In support of the mission of the college, the radiologic technology program of study prepares graduates who have a foundation in the performance of basic diagnostic imaging procedures. Graduates are prepared to practice entry-level diagnostic imaging procedures in a variety of settings and to develop as professionals in the various fields of medical imaging.

### Philosophy

The radiologic technology program fosters learning by providing an environment that is intellectually stimulating, as well as caring, and where excellence is the hallmark. To this end, faculty and staff serve as professional role models and provide resources and services which assist students in achieving their personal and professional goals.

We believe that the professional education of the student in radiologic technology is dynamic and evolving, impacted by current and future trends in the environment, healthcare system and the economy. Therefore, we provide a variety of experiences in multiple settings and opportunities for service and leadership.

We believe in developing the whole person through the integration of concepts and values derived from general studies. The general studies component, along with the professional curriculum, fosters the student's ability to think analytically and creatively, communicate effectively and integrate knowledge from the arts and sciences. The integration of general and professional studies promotes life-long learning and contributes to the development of persons who are caring, competent healthcare practitioners who serve their profession and the community.

We believe that professional practice is based on demonstrated knowledge, skills, and attitudes, as well as ethical, legal, and professional standards. Our graduates are prepared to develop as professionals in the field of radiologic science.

### Mission and Goals

The mission of the Carolinas College of Health Sciences Radiologic Technology Program is to prepare graduate technologists with a foundation in the performance of basic imaging procedures. Graduates of the program are

prepared to practice entry-level diagnostic procedures in a variety of settings, and to develop as professionals in the various fields of Medical Imaging.

The goals of the program are to provide the community with graduates that:

- Competently perform entry-level diagnostic patient care, procedures, and radiation safety.
- Utilize effective communication skills.
- Employ critical thinking skills to solve problems.
- Exhibit professional behaviors.

### Clinical Facilities

The following are the major clinical facilities for the program:

- Carolinas Medical Center (CMC)
- CHS-University
- CMC-Myers Park
- CMC-Mercy
- CHS-Pineville
- CHS-Steele Creek

Other sites are added as appropriate.

### Clinical/Lab Attendance

Clinical/lab experiences are provided each semester to allow students the opportunity to correlate theory with the actual performance of radiologic imaging procedures. Students are expected to attend all scheduled assignments and are required to attend a minimum number of hours of clinical and lab each semester as specified in the syllabus. The clinical coordinator or course faculty may make exceptions in extreme circumstances.

Notification of clinical absences or tardiness is mandatory. The clinical area or instructor must be notified by phone at least one-half hour in advance of an absence. Leaving prior to the end of clinical schedule or missing labs counts as absent time.

### Clinical Assignments/Preparation

The clinical schedule/rotation is posted for each course. Specific assignments to clinical areas/sites are made to provide the student a variety of experiences in a variety of settings. Students receive a clinical notebook prior to each course with specific guidelines outlining the clinical requirements and objectives for the semester. Students are expected to prepare for clinical assignments. Students are responsible for maintaining proficiency in all imaging procedures and clinical skills previously taught. Periodic evaluation by the clinical instructor will ensure the student is maintaining the necessary clinical skills. A student who does not maintain clinical competency may be removed from the clinical environment and receive an unsatisfactory clinical rating. Clinical/didactic assignments may be scheduled Monday through Friday between the hours of 7:00 a.m. and 7:00 p.m.

### Competency Evaluation/Skills

For the student to be successful in the clinical setting, competency evaluation is required for specific imaging procedures and skills. There are core clinical competencies that all students must demonstrate to establish eligibility for graduation and ARRT certification.

Competency/skills requirements are identified in the clinical notebook. Students must demonstrate competence in all 37 mandatory radiologic procedures and 15 of the 34 elective procedures. All procedures should be performed on patients, but up to 8 of the 37 mandatory procedures may be simulated if competency demonstration on patients is not feasible. Elective procedures should be performed on patients but simulated



demonstration is permissible if demonstration on a patient is not possible or feasible. Students must be CPR certified and demonstrate competency in general patient care activities. All competency demonstrations, patient care skills, and clinical education will be performed under the direct supervision of a registered radiologic technologist. To ensure that each student is actively participating in radiographic examinations and obtaining educational experience beyond the core competencies, the student is required to obtain a minimum number of competencies each semester in order to receive a satisfactory clinical score.

The following student behaviors are necessary to be considered competent in an imaging procedure or skill:

- Clearly demonstrate an understanding of the principles and rationale for performing the radiologic imaging procedure or skill.
- Competently demonstrate how the radiologic imaging procedure or skill is performed within a specified time frame.
- While performing the radiologic imaging procedure or skill, identify patient care responsibilities such as communication, safety, and legal and ethical issues.
- Clearly demonstrate radiation safety principles in all assigned tasks and rotations.

### Clinical Evaluation

Clinical conferences are scheduled periodically throughout the semester. The purpose of the conference is to assist the student in synthesizing information presented in lecture, lab, and clinical. Self-evaluation by the student is required. A Clinical Rotation Summary form is a tool used by the faculty and student to appraise the student's performance. Each student will receive feedback, verbally and in writing throughout the semester. The clinical conference serves as a means for documenting strengths, weaknesses and progress of the student in meeting the clinical requirements and objectives.

If the student is having difficulty or is unsatisfactory at any time, the faculty member and the student will develop an action plan. The action plan constitutes a contract for improvement. By the end of the course, each student must achieve a satisfactory in the clinical component in order to progress. Satisfactory is defined as consistently demonstrating the identified behaviors in all components of the objectives. Following the evaluation conference, the clinical summary form is signed by the student and faculty member. Signature of the student indicates that he/she has read the summary; it does not necessarily indicate agreement. The student has the option of writing additional comments.

### Supervision During Clinical Assignments

All medical imaging procedures will be performed under the direct supervision of a qualified/registered radiographer until the student has achieved competency. Direct supervision means that a qualified/registered radiographer:

- Reviews the procedure in relation to the student's achievement.
- Evaluates the condition of the patient in relation to the student's knowledge.
- Is present during the conduct of the procedure.
- Reviews and approves the procedure.

Medical imaging procedures are performed under indirect supervision after a student has demonstrated competency. Indirect supervision means that supervision is provided by a qualified/registered radiographer immediately available to assist the student regardless of the level of student achievement. "Immediately available" is interpreted as the presence of a qualified/registered radiographer adjacent to the room or location where a radiologic procedure is being performed. This availability applies to all areas where ionizing radiation equipment is in use.

The student-to-radiographer ratio must be 1:1. A staff radiographer may not supervise more than one student during any imaging procedure. It is acceptable for more than one student to be temporarily assigned to a

registered staff radiographer during the performance of uncommon procedures such as (but not limited to) TMJ's, Mastoids, etc.

Level I and Level II students will be directly supervised for all bedside radiography and all radiographic procedures performed in a surgical environment (OR) regardless of the skill/competency level of the student.

### Repeat Radiographs

Students in the radiologic technology program are required to abide by all radiation safety rules, regulations and precautions. It is imperative that all efforts should be made to avoid repeat radiographs. The goal of all radiography students under the supervision of registered radiographers is to obtain a high-quality diagnostic image with as low a radiation dose to the patient as possible. This is in keeping with the ALARA Principle of as low as reasonably achievable.

Unsatisfactory radiographs may only be repeated in the presence of a qualified/registered radiographer regardless of the level of the student's competency achievement. A student who repeats an unsatisfactory radiograph other than in the presence of a qualified/registered radiographer will be given a written reprimand and be required to meet with the school faculty to determine further action(s).

The program faculty will provide quarterly dosimetry radiation badge reports to each student. Students are required to review the quarterly monitoring report and acknowledge receipt by signing the appropriate form.

### Radiation Safety

Maximum radiation protection will be provided to each radiology student according to the clinical agency's radiation safety policies. This will include a radiation monitoring badge, class and lab education sessions, direct supervision in clinical rotations, clinical site orientations, and additional measures stated in the radiation safety policies. All students are required to wear radiation monitors for clinical and laboratory assignments.

### Student Pregnancy Policy

If a student becomes pregnant while enrolled in the program, they should note that declarations of pregnancy:

- Are voluntary and optional.
- Must be made in writing when disclosed.
- Will be kept in strict confidence.
- May be withdrawn in writing at any time without explanation.

If notice of voluntary disclosure of a potential pregnancy is presented to the program, the program chair will immediately arrange a counseling session with the Atrium Health Radiation Safety Officer for:

- Discussion of the Nuclear Regulatory Commission's (NRC's) regulations on radiation protection.
- Discussion of the North Carolina Regulations for Protection Against Radiation as adopted by the North Carolina Radiation Protection Commission (NCRPC).
- Review of the student's cumulative radiation monitoring report.
- Review of As Low As Reasonably Achievable (ALARA) Principles with emphasis on radiation-control procedures.
- Provision of a second radiation monitor to be positioned at waist level and under any protective lead apron to specifically monitor exposure to the fetus/embryo.

The student will be required to read and sign a form attesting to the fact that the aforementioned information has been provided, that she has been given the opportunity to ask questions and provide input into the counseling session, and that she understands the level of risk associated with her clinical education.

Following the counseling session with the Atrium Health Radiation Safety Officer the student may elect to continue in the course without modifications to clinical education or apply for a Withdrawal/Leave of Absence (W/LOA) from the program with re-entry as listed in the catalog/student handbook. Students who satisfy all requirements of the leave of absence policy are guaranteed re-entry into the program when factors indicating readiness to return have been met. All information regarding a student's declared pregnancy will be held in strict confidence.

## Grading Policy

Unless otherwise specified in a course syllabus, the conversion of numeric to letter grades will be as follows:

- A: 94 - 100
- B: 87 - 93
- C: 80 - 86
- D: 73 - 79
- F: Below 73

## Testing Guidelines

All examinations are the property of the program. Students are allowed to use exams (excluding final comprehensive exams) for reviews at times and places designated by the faculty. All exam situations are monitored to provide security and enhance the testing environment. Conversation is not allowed during the testing period. All exams are timed according to the number of questions on each exam. Calculators may be used for computations. Additional specific requirements may be included in each course syllabus. Grades are posted on the information portal following each exam. Faculty will be available for individual test reviews.

## Certification

Students earning the Associate in Applied Science degree in Radiologic Technology are eligible to take the certification examination administered by the American Registry of Radiologic Technologists (ARRT).

## Awards and Recognition

In addition to other awards given by the college, the Highest Scholastic Achievement in Radiologic Technology Award is presented to the student who has earned the highest overall GPA in program-specific courses. Additionally, the Spirit of Excellence for Radiologic Technology award is presented to the student who best represents esprit de corps, clinical skills, patient care, professionalism, and the core values of Carolinas College.

## Curriculum

The curriculum for the associate of applied science degree program in radiologic technology is below:

Fall Semester		Credits
RAD 110	Applied Radiography I	7
HLC 102	Medical Terminology	2
BIO 101	Human Anatomy & Physiology I	4
MAT 101	College Math	3
TOTAL		<b>16</b>

Spring Semester		Credits
RAD 111	Applied Radiography II	6
RAD 112	Radiation Physics	4

ENG 101	<i>English Composition</i>	3
BIO 102	<i>Human Anatomy &amp; Physiology II</i>	4
TOTAL		<b>17</b>

<b>Summer Semester</b>		<b>Credits</b>
RAD 113	Applied Radiography III	6
RAD 114	Imaging I	2
PSY 101	<i>General Psychology</i>	3
TOTAL		<b>11</b>

<b>Fall Semester, Second Year</b>		<b>Credits</b>
RAD 210	Applied Radiography IV	7
RAD 212	Imaging II	4
PHI 201	<i>Ethics</i>	3
TOTAL		<b>14</b>

<b>Spring Semester, Second Year</b>		<b>Credits</b>
RAD 203	Radiation Protection	4
RAD 213	Applied Radiography V	7
SOC 201	<i>Diversity and Inclusion</i>	3
TOTAL		<b>14</b>

<b>Degree Requirements</b>		<b>Credits</b>
Radiologic Technology Applied Courses		47
General Studies Courses (denoted in italics above)		23
Special Studies & Elective Courses		2
TOTAL		<b>72</b>



## Course Descriptions

### **BIO 101: Human Anatomy and Physiology I**

Credits: 4 (3 Class, 1 Lab) A study of the structure and function of the human body approached from a cellular and system level. Cells, tissues, integument, skeletal system, muscular system, nervous system, and special senses are included. This general studies class fulfills a natural sciences/mathematics requirement for students enrolled in a degree program. Prerequisite: One unit of high school biology.

### **BIO 102: Human Anatomy and Physiology II**

Credits: 4 (3 Class, 1 Lab) A continuation of BIO 101. The endocrine, cardiovascular, lymphatic/immune, respiratory, digestive, urinary, and reproductive systems are included, as well as metabolism and fluid and electrolyte balance. This general studies class fulfills a natural sciences/mathematics requirement for students enrolled in a degree program. Prerequisite: BIO 101.

### **BIO 200: Microbiology**

Credits: 4 (3 Class, 1 Lab) A study of the basic physiology of bacteria, fungi, protozoa, and viruses with emphasis on host-parasite interaction, control, and epidemiology of infectious diseases. This general studies class fulfills a natural sciences/mathematics requirement for students enrolled in a degree program. Prerequisite: One unit of high school biology.

### **CHM 104: General Chemistry I**

Credits: 4 (3 Class, 1 Lab) This course covers the fundamental principles and laws of chemistry. Topics include measurement, atomic and molecular structure,

periodicity, chemical reactions, chemical bonding, stoichiometry, thermochemistry, gas laws and solutions. Offered Summer only.

### **COM 101: Communication**

Credits: 3 (3 Class) This course provides an overview of basic communication concepts to enhance skills to communicate in interpersonal, small group, intercultural, organizational, mass communication contexts. Offered Fall only.

### **CON 010: Phlebotomy**

This non-credit course is a didactic and clinical course designed to provide the student with the knowledge and skills needed to perform accurate, safe, and reliable collection, transportation, and processing of blood specimens for laboratory analyses.

### **CON 011: Basic Phlebotomy Skills for Health Care Professionals**

This non-credit course is designed with the practicing healthcare practitioner in mind. Participants will review and practice basic venipuncture techniques using the evacuated tube system and the winged-infusion set (butterfly), the proper order of draw, test tubes, additives, and more.

### **CON 025: Radiation Therapy Seminar**

This non-credit workshop is designed for the continuing education credits necessary for certification renewal and is intended for radiation therapists, dosimetrists, oncology nurses, and others employed in the field.



**ENG 101: English Composition**

Credits: 3 (3 Class) A course designed to teach clear, purposeful, effective writing which emphasizes composition in various forms, for different purposes, and for various audiences. Offered Fall only.

**ENG 231: Early American Literature**

Credits: 3 (3 Class) This course covers selected works in American literature from its beginnings to 1865. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry and drama. Upon completion, students should be able to interpret, analyze, and respond to literary works in their historical and cultural contexts. This general studies class fulfills a humanities/fine arts requirement for students enrolled in a degree program. Prerequisite: ENG 101. Offered Spring only.

**ENG 240: Research and Evaluation**

Credits: 3 (3 Class) This course provides the student with skills needed to review and evaluate research and effectively communicate data. Emphasis is placed on understanding research, such as libraresearch, personal surveys, historical analysis, collections of bibliographies, quantitative and qualitative methods, as well as source credibility evaluation and APA formats. Prerequisite: ENG 101.

**GEN 102: Leadership Development**

Credits: 3 (3 Class) This course is designed to provide students with the fundamental knowledge and skills required of effective leaders. Through experiential learning and interaction with peers, students analyze, discuss and write about leadership skills including communication, empowerment, conflict-resolution, change and decision-making. Topics of critical thinking, personal growth and interpersonal relationships are explored within the context of leadership development. This general studies class fulfills an elective requirement for students enrolled in a degree program.

**HEA 109: Health and Wellness**

Credits: 3 (3 Class) This course will provide a general overview of the physical, social, emotional, spiritual, and environmental dimensions of health and their applications to personal wellness. Offered Spring only.

**HLC 102: Medical Terminology**

Credits: 2 (2 Class) This course is designed to provide a framework for building a medical vocabulary using an applied approach. Emphasis is on understanding

basic medical terms and how they are used in documenting and reporting patient care procedures.

**HLC 200: Special Topics**

Credits: 1-4 (1-4 Class) This course is designed to cover emerging issues or specialized content in healthcare not represented in the college curriculum. Specific subjects and course delivery formats (e.g., lecture, independent study) may vary each term, depending on the particular interests of faculty and students. Offered Summer only.

**HTL 206: Professional Issues**

Credits 3 (3 Class) This course comprises units of study on professional development, educational methodologies, research design, and management. The unit on professional development introduces the importance of accreditation and certification along with a focus on developing professional ethics and participating in professional activities. The unit on educational methodologies includes a presentation of educational concepts concerning instructional techniques and terminology that can be utilized in an educational setting as well as to train providers of laboratory services. The unit on research design provides an introduction to the fundamentals of research terminology, sampling, measurement, design, and analysis. The unit on management includes basic managerial principles, budget considerations, laboratory safety practices, and quality assurance, quality improvement and total quality management as applied to the pre-analytical, analytical, and post-analytical components of the laboratory environment.

**HTL 210: Basic Histotechniques**

Credits 13 (10 Class, 3 Lab) This course provides an introduction to histology laboratory operations and the principles of the routine histologic techniques of gross dissection, fixation, decalcification, tissue processing, embedding, microtomy, frozen sectioning, and basic H & E staining. Emphasis is placed on histology laboratory organization, terminology, specimen accession, record keeping, instrumentation, laboratory safety, and quality assurance. The topics of OSHA regulations, CAP requirements, and Protected Patient Information are discussed. This course includes the applied laboratory techniques of dissection, fixation, decalcification, processing, embedding, microtomy, frozen sectioning, H&E staining and cytoprep. Prerequisite: Admission to the histotechnology program.

**HTL 220: Advanced Histotechniques**

Credits 11 (8 Class, 3 Lab) This course encompasses histochemical principles and application of routine and special staining, the applied techniques of special staining, immunohistochemistry, and enzyme immunohistochemistry, as well as laboratory mathematics utilized in the histopathology laboratory. The theories of staining and dyes along with the associated chemistry, muscle enzyme histochemistry, antibodies and immunohistochemical assays including enzyme pretreatment will be discussed. Use of the bright field microscope for identification of tissues and cell types, their structure and function, and disease states of the various organ systems as it relates to routine and special staining will be emphasized. The course is designed to build on the cognitive and psychomotor skills learned in previous courses within the histotechnology program. Prerequisite: HTL 210

**HTL 260: Histotechnology Practicum**

Credits 8 (5 Class, 3 Practicum) This is a clinical course that provides entry-level clinical experiences in the histopathology laboratory of Carolinas Medical Center. This course is designed to assist the student in refining skills and theory learned in previous courses in the histotechnology program along with understanding the daily workflow of a comprehensive histopathology laboratory. This course includes classroom, online and clinical components with emphasis on preparing a quality microscopic slide for diagnosis. Clinical experiences include gross exam, accessioning, tissue processing, embedding, microtomy, special staining, immunohistochemistry, kidney/muscle cryotomy, and case assembly. Included in this course is the opportunity to observe cytological preparatory techniques. Upon completion, the student will demonstrate proficiency as an entry-level histotechnologist and be prepared to take the American Society for Clinical Pathology Board of Certification exam at the HTL level. Prerequisites: HTL 201, HTL 220

**IDS 101: College Student Success**

Credits: 1 (1 Class) This course is designed to help students transition to college and assist students in obtaining the knowledge and practical skills necessary to reach his/her educational objectives. Topics in the course include the expectations of college, time utilization, test-taking, communication skills, study techniques, listening skills, library use, and the use of college resources. This course is recommended for any student whose pre-admission scores warrant it and available to any student who can benefit from it.

**MAT 101: College Math**

Credits: 3 (3 Class) A beginning college-level math course which includes the following topics: operations with signed numbers, addition, subtraction, multiplication and division with algebraic expressions; factoring; techniques for solving linear and fractional equations; an introduction to graphing; ratio and proportion; direct and inverse proportions; scientific notation; and unit conversion. This general studies class fulfills a natural sciences/mathematics requirement for students enrolled in a degree program.

**MAT 201: Elementary Statistics**

Credits: 3 (3 Class) An introductory course in concepts and methods of descriptive and inferential statistics, including data summarization, binomial and normal distributions, sampling, central limit theorem, confidence intervals, hypothesis testing and linear regression. This general studies class fulfills a natural sciences/mathematics requirement for students enrolled in a degree program. Prerequisite: MAT 101 or equivalent.

**MLS 201: Clinical Chemistry**

Credits: 12 (11 Class, 1 Practicum) This course involves the biochemical analysis of blood, urine, spinal fluid, and other body fluids with manual procedures and state of the art instrumentation. Emphasis is placed on the clinical significance of such analytes as electrolytes, enzymes, lipids, and carbohydrates. Drug identification, endocrinology studies, and the serological detection, application and clinical significance of viral hepatitis are included. Quality assurance, including quality control, is emphasized to ensure accuracy and validity of testing along with the utilization of the Laboratory Information System (Misys). This course includes laboratory mathematical applications relating to clinical chemistry. Pre-analytical, analytical, and post analytical components are discussed and evaluated throughout the course to enhance critical thinking skills. Phlebotomy is included and prepares the student to properly perform blood collection on a variety of different patients with emphasis on professional behavior, safety, quality specimen collection, and customer service. Prerequisite: Admission to the MLS program

**MLS 202:**

Credits: 8 (6 Class, 1 Lab, 1 Practicum) This course encompasses routine blood counts and differentials, urinalyses and body fluid counts, hemoglobin electrophoresis determinations and coagulation

profiles in addition to bone marrow studies, special stains, and special coagulation procedures as well as exposure to the cytogenetics laboratory, cytology laboratory and histology laboratory. Theoretical and practical performance is emphasized throughout this rotation to include quality assurance, quality control and process improvement. Pre-analytical, analytical, and post analytical components are discussed and evaluated throughout the course to enhance critical thinking skills.

#### **MLS 203: Immunohematology**

Credits: 9 (6 Class, 2 Lab, 1 Practicum) This course encompasses the theoretical and practical aspects of the blood donor center and transfusion service. Areas of study focus on donor collection, unit processing and component preparation, blood typing, and antibody identification. Emphasis is placed on identification of factors responsible for incompatibilities between patients and prospective donors and between maternal and fetal blood. Clinical instruction includes the use of the laboratory information system as it is utilized in the transfusion service. Pre-analytical, analytical, and post analytical components are discussed and evaluated throughout the course to enhance critical thinking skills.

#### **MLS 204: Immunology**

Credits: 4 (3 Class, 1 Practicum) This course encompasses the essential theoretical and practical principles in the field of immunology that is utilized in the clinical laboratory. Emphasis is placed on the theory of immunity, antibody production, autoimmunity, and the principles of testing methodologies for diagnosing and monitoring immune disorders and infectious diseases. Clinical experiences include rotations in the serology, molecular, flow cytometry, and histocompatibility laboratories. To enhance the student's critical thinking skills, pre-analytical, analytical, and post analytical components are discussed and evaluated throughout the course.

#### **MLS 205: Clinical Microbiology**

Credits: 10 (7 Class, 2 Lab, 1 Practicum) This course encompasses essential theoretical principles of bacteriology as well as parasitology. Great emphasis is placed upon specimen collection, handling and processing of specimens for the isolation and identification of microorganisms involved in the infectious disease process in the community and healthcare setting. Clinical importance and relevance is stressed on dealing with different patient

populations, specimen types, infections, diseases, treatment, and complications arising from various settings. Also presented in this course is the study of mycobacteria, fungi, (TB/Mycology) and viruses. The TB/Mycology rotation encompasses didactic and clinical instruction in the principles, processing, identification and susceptibility testing of tuberculosis and their like-organisms along with fungi. Virology includes the study of DNA and RNA viruses and their associated diseases, causative agents, diagnosis, and treatment. Emphasis is also placed upon the use of a bright field microscope and its importance in determining specimen quality and assisting in the diagnosis and identification of infectious diseases. Pre-analytical, analytical, and post analytical components are also discussed and evaluated throughout the course to enhance critical thinking skills.

#### **MLS 206: Professional Issues**

Credits: 3 (3 class) This course comprises units of study on professional development, educational methodologies, research design, and management. The units are taught throughout the 12-month program. The unit on professional development introduces the importance of accreditation and certification along with a focus on developing professional ethics and participating in professional activities. The unit on educational methodologies includes a presentation of educational concepts concerning instructional techniques and terminology that can be utilized in an educational setting as well as to train providers of laboratory services. The unit on research design provides an introduction to the fundamentals of research terminology, sampling, measurement, design, and analysis. The unit on management includes basic managerial principles, budget considerations, laboratory safety practices, and quality assurance, quality improvement and total quality management as applied to the pre-analytical, analytical, and postanalytical components of the laboratory environment.

#### **NUR 100: Nursing Medical Terminology**

Credits: 1 (1 Class) Nursing Medical Terminology provides a basis for understanding medical terms, abbreviations, and symptomatic, diagnostic, procedural, and operative terms utilized in nursing practice. These terms are used by the associate degree nurse in all areas of practice including the core components of human flourishing, nursing judgment, professional identity, and spirit of inquiry.

**NUR 101: Nursing Fundamentals**

Credits: 8 (4 Class, 4 Lab/Clinical) This is a theory and lab/clinical course which introduces concepts basic to nursing practice and the role of the associate degree nurse. The course provides the basis for student learning related to the practice of nursing including the core components of human flourishing, nursing judgment, professional identity and spirit of inquiry. Clinical emphasis is placed on the application of the core components and competencies when caring for one or more patients in a variety of healthcare settings. Prerequisite: Admission to the nursing program. Co-requisites: BIO 101, NUR 100/ HLC 102, MAT 101.

**NUR 151: Adult Health**

Credits: 4 (2 Class, 2 Lab/Clinical) This is a theory and lab/clinical course designed to prepare the student for the role of the associate degree nurse in the provision and management of holistic care for the adult patient and his/her family. The course emphasizes the core components of human flourishing, nursing judgment, professional identity and spirit of inquiry in providing care for adult patients with cancer, diabetes, post-surgical procedures, or who are experiencing common cardiovascular or musculoskeletal health alterations. Clinical emphasis is placed on the application of the core components and competencies when caring for one or more patients in a variety of healthcare settings. Prerequisite: NUR 101. Co-requisites: Varies based on term of enrollment. See nursing curriculum.

**NUR 152: Adult Health**

Credits: 4 (2 Class, 2 Lab/Clinical) This is a theory and lab/clinical course designed to prepare the student for the role of the associate degree nurse in the provision and management of holistic care for the adult patient and his/her family. The course emphasizes the core components of human flourishing, nursing judgment, professional identity and spirit of inquiry in providing care for adult patients with gastrointestinal, neurosensory, reproductive, respiratory, or renal disorders, and management. Clinical emphasis is placed on the application of the core components and competencies when caring for one or more patients in a variety of healthcare settings. Prerequisite: NUR 101. Co-requisites: Varies based on term of enrollment. See nursing curriculum.

**NUR 153: Child & Adolescent Health**

Credits: 4 (2 Class, 2 Lab/Clinical) This is a theory and lab/clinical course designed to prepare the student for the role of the associate degree nurse in the provision and management of holistic care for the child/adolescent patient and his/her family. The course emphasizes the core components of human flourishing, nursing judgment, professional identity and spirit of inquiry in providing care for the child/adolescent patient. Clinical emphasis is placed on the application of the core components and competencies when caring for one or more patients in a variety of healthcare settings. Prerequisite: NUR 101. Co-requisites: Varies based on term of enrollment. See nursing curriculum.

**NUR 154: Maternal-Neonatal Health**

Credits: 4 (2 Class, 2 Lab/Clinical) This is a theory and lab/clinical course designed to prepare the student for the role of the associate degree nurse in the provision and management of holistic care for the maternal/neonatal patient and family. The course emphasizes the core components of human flourishing, nursing judgment, professional identity and spirit of inquiry in providing care for the maternal/neonatal patient. Clinical emphasis is placed on the application of the core components and competencies when caring for one or more patients in a variety of healthcare settings. Prerequisite: NUR 101. Co-requisites: Varies based on term of enrollment. See nursing curriculum.

**NUR 155: Behavioral Health**

Credits: 4 (2 Class, 2 Lab/Clinical) This is a theory and lab/clinical course designed to prepare the student for the role of the associate degree nurse in the provision and management of holistic care for the individual experiencing alterations in social and psychological functioning and his/her family. The course emphasizes the core components of human flourishing, nursing judgment, professional identity and spirit of inquiry in providing care for this specific patient population. Clinical emphasis is placed on the application of the core components and competencies when caring for one or more patients in a variety of healthcare settings. Prerequisite: NUR 101. Co-requisites: Varies based on term of enrollment. See nursing curriculum.

**NUR 160: Transcultural Nursing**

Credits 3 (1 Class, 2 Lab/Clinical) This is a clinical/community health-focused course designed to allow students the opportunity to gain insight into the health and well-being of individuals and communities in a developing country. While meeting elective requirements, there is emphasis on the core components of human flourishing, nursing judgment, professional identity and spirit of inquiry in a transcultural experience in the country of Belize. This is accomplished through the observation of healthcare delivery, participation in nursing activities and cultural experiences. The course emphasizes, cultural awareness and assessment, clinical decision-making in a non-US hospital environment, and risk assessment of individuals and populations. The student will attend 90 clinical hours with an assigned course faculty member. Prerequisite: NUR 101 and one (1) intermediate nursing course (NUR 151, 152, 153, 154, or 155). Co-requisites: Varies based on term of enrollment. See nursing curriculum.

**NUR 200: Nursing Clinical Elective**

Credits: 3 (1 Class, 2 Practicum) This is a clinically-focused course designed to allow students additional clinical experience in an area of interest while meeting elective credit requirements. The student will attend 144 clinical hours with an assigned clinical preceptor. The course emphasizes the core components of human flourishing, nursing judgment, professional identity and spirit of inquiry. Prerequisites: NUR 151, 152, 153, 154, 155.

**NUR 201: Transcultural Nursing – Intensive Leadership Option**

Credits 3 (1 class, 2 Lab/Clinical) The leadership option for NUR 201 emphasizes the development of leadership skills including, planning, organization, implementation and evaluation of specific course activities including fundraising, education and outreach as part of a transcultural nursing experience in Belize, Central America. This option occurs in tandem with NUR 160, Transcultural Nursing, a clinical/community health focused course designed to allow students the opportunity to gain insight into the health and well-being of individuals and communities in a developing country. While meeting elective requirements, there is emphasis on the core components of human flourishing, nursing judgment, professional identity and spirit of inquiry in a transcultural experience in the country of Belize. This is accomplished through the observation of healthcare delivery, participation in nursing activities and

cultural experiences. The course emphasizes, cultural awareness and assessment, clinical decision making in a non-US hospital environment, and risk assessment of individuals and populations. In the 201 Leadership option, the student will have the opportunity under the direction of faculty, to lead peers, performing as a role model and resource person in the classroom, clinical and community environments. The student will attend ninety (90) clinical hours with an assigned course faculty member. Prerequisite: NUR 101, preferred completion of all five (5) intermediate nursing courses (NUR 151, 152, 153, 154, and 155) and NUR 160. Co-requisites: Varies based on term of enrollment. See nursing curriculum.

**NUR 202: Advanced Nursing**

Credits: 8 (4 Class, 2 Lab/Clinical, 2 Practicum) This is a theory and clinical/lab/practicum course designed to assist the student in synthesizing a holistic collaborative approach to assess, plan, intervene, and evaluate outcomes of care for patients across the lifespan. The course emphasizes the core components of human flourishing, nursing judgment, professional identity and spirit of inquiry in providing care for groups of patients with complex or multiple health problems in a variety of settings by working with an individually assigned staff RN in assuming the roles of the associate degree nurse within the discipline of nursing. Prerequisites: NUR 151, 152, 153, 154, 155. Co-requisites: 200-Level Humanities Course, Elective.

**NUR 301: Transition to Baccalaureate Nursing**

Credits: 3 (3 Class) This course involves a review of the development of nursing practice and the various roles of the baccalaureate-prepared nurse. Topics also include the review of nursing theories, professional nursing organizations, introduction to APA, health care delivery, and the value of pursuing practice excellence, lifelong learning, and professional growth. Mandatory first course of the RN-BSN curriculum.

**NUR/HLC 310: Cultural Aspects of Health and Illness**

Credits: 3 (3 Class) This course focuses on the basic cultural and transcultural principles of diverse populations. Students will learn the cultural assessment of individuals and groups including the identification of health practices and healthcare disparities. Ethnic, religious, sociological, economic, and political factors that influence health literacy, wellness management and health-seeking behavior will also be examined.



**NUR/HLC 320: Legal and Ethical Issues in Healthcare**

Credits: 3 (3 Class) This course explores issues in health care and nursing related to cost, staffing, nursing shortage and complexities of medical conditions. Included is a review of ethical and professional standards, legal and ethical rights of patients and practitioners as well as responsibilities, characteristics, and obligations of the practicing baccalaureate nurse. The impact of economics, demographics, and technology on healthcare delivery, in addition to concerns relating to ethical, legal, and social issues influencing professional practice are also explored. Current and emerging issues that affect health care delivery will be discussed.

**NUR/HLC 330: Inter-Professional Collaboration and Problem Solving**

Credits: 3 (3 Class) This course is aimed at development of effective communication skills for the global workplace including professional behaviors, interpersonal relationship management and strategies for collaboration, teamwork, and conflict management. This course prepares the student for professional practice with critical-thinking and advanced problem solving across the care continuum and allows students to identify the process for group collaboration for decision-making.

**NUR/HLC 340: Health Promotion and Population Health**

Credits: 4 (4 Class) This course examines clinical prevention and population-focused interventions. The focus is on health promotion in vulnerable populations, conducting health histories to include environmental exposures and genetics, and identification of protective and predictive factors in individuals, families, groups, communities, and populations. Core concepts include community health assessment, epidemiology, health promotion models, and simulated strategies with a clinical component. Students will consider teaching and other strategies that reflect the physical, cultural, ethical, legal and economic issues for aggregates and populations. The course explores career options as a public health, home health, occupational health, forensics, case management and school nursing.

**NUR/HLC 350: Healthcare Informatics**

Credits: 3 (3 Class) This course introduces the health care professional to effective communication, support of safe health care practices, improved

patient outcomes, and genomics through information management and technology. Effective use of information systems and the basics of data management will be reviewed. Students explore how databases store information related to complex organizations and health care problems and how operational and strategic information is necessary for decision-making using data to impact health outcomes and quality management

**NUR/HLC 410: Research and Evidenced-Based Practice**

Credits: 3 (3 Class) This course introduces computer applications for nurses, quantitative and qualitative research, methodology, to evaluate and critique research. This course expands on theories related to nursing practice research, collection and analysis of data, and interpretation of data. The nursing student will also learn to identify levels of evidence and incorporate evidence into practice and practice change with evidence-based practice models.

**NUR/HLC 420: Transformational Leadership and Management**

Credits: 3 (3 Class) This course examines the roles, traits, and contribution of the nurse in leadership and managerial positions in any professional practice environment. This course will prepare students to understand organizational leadership, quality improvement, managing patient outcomes, culture of safety, change management and how to promote a practice work environment. The importance of leadership, complexity science, building relationships, people management, delegation, conflict resolution, and inter-professional teams are key components covered in this course.

**NUR/HLC 430: Healthcare Policy and Regulation**

Credits: 3 (3 Class) This course will examine health care policy and regulatory environments from the perspective of local, state, national, and global health care trends. The impact of policy issues, including health care costs, quality of services, financing of healthcare systems, scope of professional practice, workplace safety, and how policy is affected by political compromise will also be evaluated. Students will learn basic elements of health care regulation, accrediting bodies, structure of organizations, influences of key policies on health care delivery, and the relation between the public and private sectors on health policy.

**NUR 450: Capstone Project**

Credits: 4 (4 Class) The student chooses an area of practice to exemplify transition to baccalaureate nursing. Combining cultural understanding for an appropriate nursing population (community or global), the student will incorporate evidence-based practice, informatics, leadership, professional practice, healthcare policy and inter-professional collaboration to result in an effective change. The culmination of which will include scholarship dissemination through a poster presentation to a group of choice. Culminating course of the RN-BSN program – must be taken last.

**PHI 201: Ethics**

Credits: (3 Class) This course introduces theories about the nature and foundations of moral judgments and applications to contemporary moral issues. Ethical systems studied in the course will examine specific case studies. Upon completion of the course, students should be able to apply various ethical theories to individual moral issues. This general studies class fulfills a humanities/fine arts requirement for students enrolled in a degree program. Prerequisites: ENG 101. Offered Fall and Summer only.

**PSY 101: General Psychology**

Credits: 3 (3 Class) An overview of general topics in the science of behavior including such topics as learning, emotions, motivation, personality, sensation, and perception, and adjustment. This general studies class fulfills a social/behavioral sciences requirement for students enrolled in a degree program. Offered Fall and Summer only.

**PSY 102: Human Growth and Development**

Credits: 3 (3 Class) A study of the development of the individual from conception to death. Major concepts are acquired through study of the stage and developmental tasks in terms of physical, emotional, social, and intellectual growth. This general studies class fulfills a social/behavioral sciences requirement for students enrolled in a degree program.

**RAD 110: Applied Radiography I**

Credits: 7 (4 Class, 1 Lab, 2 Practicum) Applied Radiography I is a theory and lab/practicum course which introduces the student to concepts basic to Radiologic Technology. The course provides an introduction to the essential and supporting elements of the radiologic imaging process to include, procedure methods, communication and professional behaviors, safety and radiation protection, equipment operation, image evaluation and legal-

ethical considerations. Clinical and lab emphasis is on developing skills essential to patient care and assessment, written and oral communication, radiation safety and equipment operation. Incorporated into the course are radiographic procedure methods for radiography of the upper/lower extremity, shoulder girdle, pelvic girdle, chest and abdomen. Prerequisite: Admission to the radiologic technology program. Co-requisites: BIO 101, HEA 102, MAT 101.

**RAD 111: Applied Radiography II**

Credits: 6 (3 Class, 1 Lab, 2 Practicum) Applied Radiography II is a theory and lab/practicum course designed to focus on radiographic procedure methods for radiography of the lower extremity, vertebral column, skull, genitourinary and gastrointestinal systems. Clinical emphasis is on the development of patient care and communication skills, professional behaviors, radiation protection and safe care, basic problem-solving techniques and equipment use as the student begins to employ the imaging process to perform diagnostic procedures. Students will also participate in community and professional development activities that promote lifelong learning. Prerequisite: RAD 110; Co-requisites: BIO 102, ENG 101, RAD 112.

**RAD 112: Radiation Physics**

Credits: 4 (4 Class) Radiation Physics is designed to provide the student with a base of knowledge from which practicing radiographers can make informed decisions about technical factors and diagnostic image quality. Included will be concepts of the science and technology of imaging, basic concepts of mathematics, fundamentals of physics, the atom, electromagnetism, and the X-ray imaging system. Additionally, this course provides an in-depth study of X-ray production, the X-ray tube, and the X-ray emission process. Lab sessions will be incorporated into the course to emphasize the components of the lecture material. Prerequisite: RAD 110. Co-Requisite: RAD 111, BIO 102, ENG 101.

**RAD 113: Applied Radiography III**

Credits: 6 (3 Class, 3 Lab/Practicum) Applied Radiography III is a theory and practicum course designed to focus on radiographic procedure methods for radiography of the axial and appendicular skeleton and the body systems as it relates to patients across the lifespan. The student will be introduced to more advanced imaging modalities such as arteriography, myelography and computed tomography. Clinical emphasis is on the enhancement

of critical thinking problem-solving skills as the student continues to develop and demonstrate competency in the performance of diagnostic imaging procedures. Prerequisites: RAD 110, 111, 112. Co-requisites: RAD 114, PSY 101.

#### **RAD: 114 Imaging I**

Credits: 2 (2 Class) Imaging I is designed to provide the student with a base of knowledge from which practicing radiographers can make informed decisions about technical factors and diagnostic image quality. It provides an in-depth study of X-ray production and X-ray interaction with matter. In addition, photographic and geometric properties of images will be studied as well as the effects of scatter radiation. Lab sessions will be incorporated into the course to emphasize the components of the lecture material. Prerequisite: RAD 110, 111, 112. Co-requisites: RAD 113, PSY 101.

#### **RAD 203: Radiation Protection**

Credits: 4 (4 Class) Radiation Protection is designed to give the student an understanding of the essential information on radiation protection and the biological effects of ionizing radiation. Building from basic to more complex concepts, this course will cover radiation physics, cell structure, effects of radiation on humans at the cellular and systemic levels, regulatory and advisory limits for human exposure to radiation, and the implementation of patient and personnel radiation protection practices. Prerequisites: RAD 110, 111, 112, 113, 114, 210, 212. Co-requisites: RAD 213, SOC 210.

#### **RAD 210: Applied Radiography IV**

Credits: 7 (3 Class, 4 Practicum) Applied Radiography IV is a theory and practicum course which introduces the student to basic pathophysiology and the radiographic manifestation of disease. Students will continue to develop and demonstrate an increased degree of competence in their performance of the skills related to diagnostic imaging. Clinical emphasis is on the enhancement of image production and evaluation skills, independent judgment and decision-making and the performance of more complex imaging procedures such as computed tomography and pediatric imaging. Students will also participate in community and professional development activities that promote lifelong learning. Prerequisites: RAD 110, 111, 112, 113, 114. Co-requisites: RAD 212, PHI 201.

#### **RAD 212: Imaging II**

Credits: 4 (3 Class, 1 Lab) This course is designed to build on the student's knowledge of the principles and procedures presented in RAD 112 and RAD 114. An in-depth study of electronic equipment used in radiography and fluoroscopy, image receptors, film processing methods, digital radiography and fluoroscopy, fluoroscopy equipment, quality assurance and quality control factors are presented. Prerequisites: RAD 110, 111, 112, 113, 114. Co-requisites: RAD 210, PHI 101.

#### **RAD 213: Applied Radiography V**

Credits: 7 (3 Class, 4 Practicum) Applied Radiography V is designed to enhance expertise in all radiographic imaging procedures, patient care, phlebotomy, professional development, radiation protection and image production and evaluation. Emphasis is placed on competency demonstration in the delivery of more complex imaging procedures, critical thinking, and the successful integration of didactic and clinical components required for certification. The basic phlebotomy unit prepares the student to properly perform blood collection in a professional manner with emphasis on safety, quality specimen collection, and customer service. Students will also participate in community and professional development activities that promote lifelong learning. Prerequisites: RAD 110, 111, 112, 113, 114, 210, 212. Co-requisites: RAD 203, SOC 210.

#### **RTT 210: Introduction to Radiation Therapy Procedures**

Credits: 3 (3 Class) This course provides an overview of radiation therapy principles and procedures. Emphasis is placed upon the organization of healthcare systems and the delivery of cancer care. Topics include healthcare and program policy, professional responsibility, multi-disciplinary cancer care, historical aspects of radiation therapy, and principles of treatment set-up and delivery. Co-requisites: RTT 215, 220, 230, 240.

#### **RTT 211: Quality Management**

Credits: 2 (2 Class) This course provides an overview of quality management in radiation oncology. Emphasis is placed upon operations testing and evaluation of simulators, megavoltage units, treatment planning systems and brachytherapy equipment. An examination of regulatory guidelines and related legal implications is included. Prerequisites: RTT 230; Co-requisites: RTT 221, 231, 241, 250.

**RTT 215: Oncology Nursing and Patient Care**

Credits: 3 (3 Class) This course provides an in-depth study of oncology patient care with an emphasis on assessment and management of medical conditions specific to patients with cancer. Topics include screening and prevention, patient and community education, communication, care standards, research and protocols, treatment options, management of site-specific treatment effects, prevention of treatment complications, and the psychological impacts of cancer. Co-requisites: RTT 210, 220, 230, 250.

**RTT 220: Oncology I**

Credits: 3 (3 Class) This course provides an in-depth study of the principles of neoplastic development. Emphasis is placed upon cancer development in specific anatomic regions and the selection of treatment. Topics include neoplastic mechanisms, diagnostic procedures, imaging modalities, cross-sectional anatomy, physiology, etiology and epidemiology, signs and symptoms, tumor staging and grading, treatment options, and prognostic indicators for malignancies of the major body organs and systems. Co-requisites: RTT 210, 215, 230, 240.

**RTT 221: Oncology II**

Credits: 3 (3 Class) This course provides a progressive study of neoplastic development. Continued emphasis is placed upon cancer development in specific anatomic regions and an examination of current treatment options. Prerequisites: RTT 220. Co-requisites: RTT 211, 231, 241, 250.

**RTT 222: Oncology Decisions**

Credits: 3 (3 Class) This course provides an opportunity to utilize problem-solving to address complex issues related to radiation oncology treatment delivery and patient care. Emphasis is placed upon utilization of previously acquired knowledge to address a variety of clinical situations and to optimize treatment outcomes. Prerequisites: RTT 221. Co-requisites: RTT 232, 242, 260, 270.

**RTT 230: Radiation Therapy Physics**

Credits: 4 (4 Class) This course introduces the principles of physics pertinent to the use of radiation in the clinical setting. Topics include the structure of matter, principles of electromagnetism, fundamentals of X-ray production, treatment units, nuclear transformations, interactions of ionizing radiation, and measurement of radiation. Co-requisites: RTT 210, 215, 220, 240.

**RTT 231: Dosimetry**

Credits: 4 (4 Class) This course provides an in-depth study of radiation dose measurement and treatment delivery. Emphasis is placed upon calibration procedures, absolute and relative dosimetry, electron and photon beam characteristics, field parameters, dose calculations, and beam compensation. Prerequisites: RTT 230. Co-requisites: RTT 211, 221, 241, 250.

**RTT 232: Treatment Planning**

Credits: 3 (3 Class) This course provides an in-depth study of radiotherapy planning procedures. Emphasis is placed upon data acquisition, isodose construction, image acquisition and image fusion, computer-aided planning, plan evaluation and optimization, target and critical structure identification, and prescription variations. A discussion of current and developing treatment methods in correlation with each anatomic region will be included. Prerequisites: RTT 231. Co-requisites: RTT 222, 242, 260, 270.

**RTT 240: Radiation Therapy Practicum I**

Credits: 4 (4 Practicum) This course provides an opportunity to apply concepts and develop the skills needed to provide patient-centered care. Emphasis is placed upon the use of critical thinking and problem-solving to analyze, evaluate, and integrate foundational concepts into clinical practice. Students will complete required objectives and competencies through structured sequential assignments at designated clinical facilities. Co-requisites: RTT 210, 215, 220, 230.

**RTT 241: Radiation Therapy Practicum II**

Credits: 4 (4 Practicum) This course is a continuation of Radiation Therapy Practicum I. Students are expected to progress toward integration of fundamental and advanced concepts. Required objectives and competencies will be completing through structured sequential assignments at designated clinical facilities. Prerequisites: RTT 240. Co-requisites: RTT 211, 221, 231, 250.

**RTT 242: Radiation Therapy Practicum III**

Credits: 3 (3 Practicum) This course is a continuation of Radiation Therapy Practicum II. Emphasis will be placed upon continued practice opportunities and the demonstration of skills typical of entry-level practitioners. Remaining objectives and competencies will be completed through structured sequential assignments at designated clinical facilities. Prerequisites: RTT 241. Co-requisites: RTT 222, 232, 260, 270.

**RTT 250: Radiation Biology & Health Physics**

Credits: 3 (3 Class) This course provides an overview of the molecular, cellular and systemic effects of ionizing radiation. Emphasis is placed upon radiation effects, regulations and principles of safety associated with the practice of radiation oncology. Prerequisites: RTT 230. Co-requisites: RTT 211, 221, 231, 241.

**RTT 260: Research**

Credits: 1 (1 Class) This course is designed to assess the student's ability to process and disseminate information relative to the treatment and care of cancer patients. A literature review, data analysis, and presentation will be completed. Prerequisites: RTT 210, 240, 241. Co-requisites: RTT 222, 232, 242, 270.

**RTT 270: Radiation Therapy Seminar**

Credits: 3 (3 Practicum) This course provides comprehensive integration of key principles and tenets of radiation therapy. Emphasis is placed upon preparation for the national certification exam. Prerequisites: RTT 211, 221, 231, 241, 250. Co-requisites: RTT 222, 232, 242, 260.

**SBB 010: Specialist in Blood Bank Technology/  
Transfusion Medicine I**

This non-credit online course comprises units of study on education principles, research methods, laboratory operations, laboratory mathematics, an in-depth study of blood products, and concepts of immunology, physiology, and pathophysiology as they relate to immunohematology. Clinical components are required for completion of this course. Pre-requisite: Admission to the specialist in blood bank technology program.

**SBB 020: Specialist in Blood Bank Technology/  
Transfusion Medicine II**

This non-credit online course comprises units of study on blood group systems, routine and special serology including molecular testing, transfusion practice, laboratory mathematics, transplantation, and adverse effects of transfusion. Clinical components and a satisfactory Capstone project are required for completion of this course. Prerequisite: SBB 010

**SOC 101: Introduction to Sociology**

Credits: 3 (3 Class) In this course, students will learn about the theories and methods of investigation used by sociologists to identify patterns in human behaviors and attitudes. Various social institutions and agents of socialization, including but not limited to the institutions of family, education, and the economy will be examined. In addition, social factors such as culture, race, class, gender, and their influences on the social experience will be explored. This general studies class fulfills a social/behavioral sciences requirement for students enrolled in a degree program.

**SOC 210: Diversity and Inclusion**

Credits: 3 (3 Class) This course examines comparisons of diverse roles, interests, opportunities, contributions, and experiences in social life. Topics include race, ethnicity, gender, sexual orientation, class, and religion. Upon completion, students will be able to analyze how cultural and ethnic differences evolve and how they affect personality development, values, and tolerance. This general studies class fulfills a social/behavioral sciences requirement for students enrolled in a degree program. Pre-requisite: ENG 101.





## Teammates and Other Personnel

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