Carolinas College of Health Sciences

CATALOG AND STUDENT HANDBOOK

2009-2010

CAROLINAS COLLEGE OF HEALTH SCIENCES

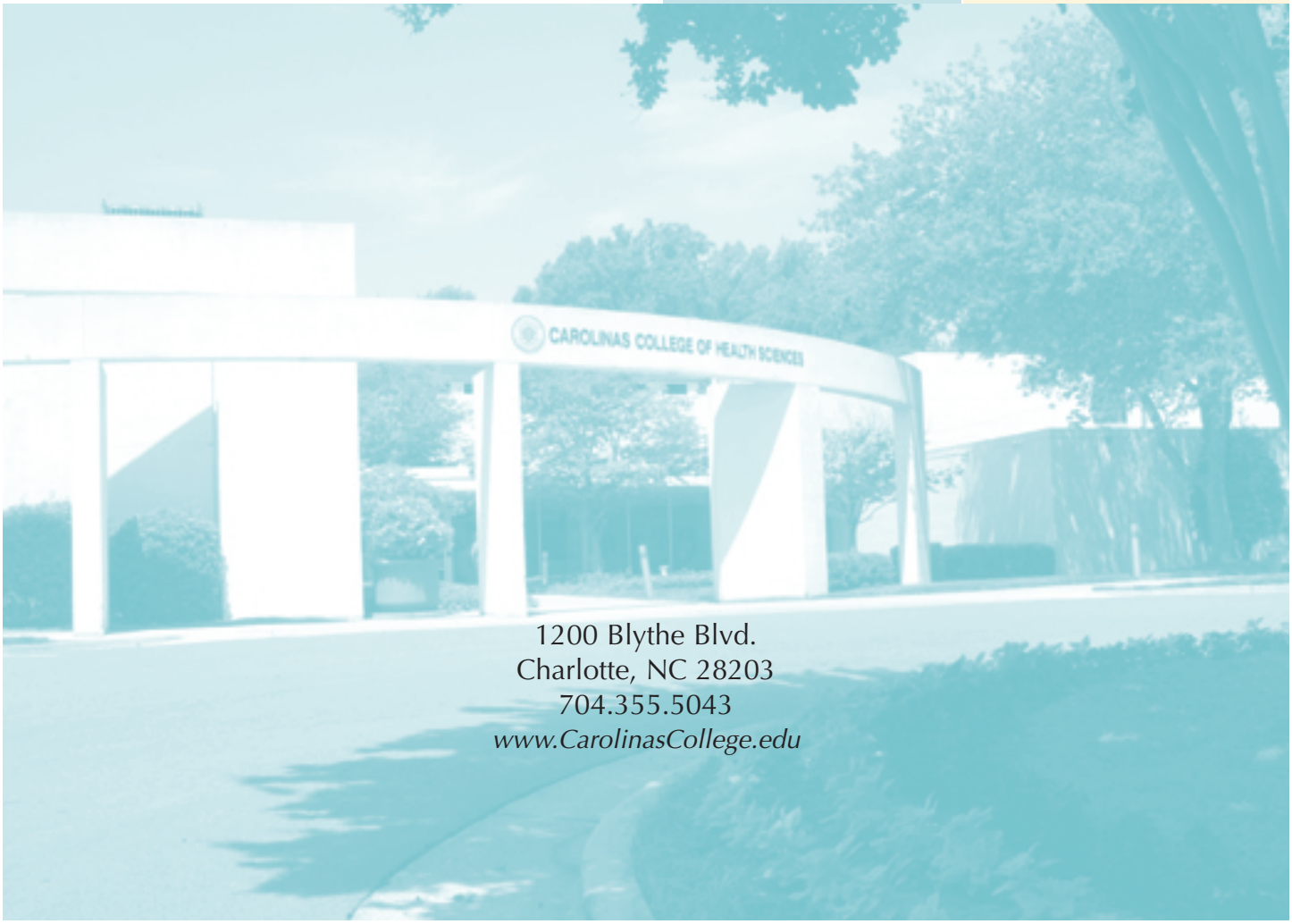
ACADEMIC CALENDAR

The Medical Technology calendar can be found on page 39.

	2009-10	2010-11
Fall Semester		
New Student Orientation	Aug 17-18	Aug 16-17
Full Fall Classes & Fall I Classes Begin	Aug 24	Aug 23
Registration/Drop Add Ends	Aug 28	Aug 27
Holiday – College Closed	Sep 7	Sep 6
Fall I Midterm	Sep 16	Sep 15
Fall I Classes Ends	Oct 9	Oct 8
Fall I Final Exams	Oct 12-14	Oct 13-15
Fall Break – No Classes	Oct 19-20	Oct 11-12
Full Fall Midterm	Oct 20	Oct 13
Fall II Classes Begin	Oct 21	Oct 25
Fall II Midterm	Nov 13	Nov 17
Holiday – No Classes	Nov 25	Nov 24
Holiday – College Closed	Nov 26-27	Nov 25-26
Full Fall & Fall II Classes End	Dec 12	Dec 10
Full Fall & Fall II Final Exams	Dec 14-18	Dec 13-17
Fall Graduation	Dec 18	Dec 17
Holiday – College Closed	Dec 25	Dec 24
Spring Semester		
Holiday – College Closed	Jan 1	Dec 31
New Student Orientation	Jan 4-5	Jan 3-4
Full Spring Classes & Spring I Classes Begin	Jan 11	Jan 10
Registration/Drop Add Ends	Jan 15	Jan 14
Holiday – No Classes	Jan 18	Jan 17
Spring I Midterm	Feb 3	Feb 2
Spring I Classes Ends	Feb 26	Feb 25
Spring I Final Exams	Mar 1-3	Feb 28-Mar 2
Spring Break – No Classes	Mar 8-12	Mar 7-11
Full Spring Midterm	Mar 10	Mar 9
Spring II Classes Begin	Mar 15	Mar 14
Spring II Midterm	Apr 7	Apr 6
Holiday – College Closed	Apr 2	Apr 22
Full Spring & Spring II Classes End	May 1	Apr 29
Full Spring & Spring II Final Exams	May 3-7	May 2-6
Spring Graduation	May 7	May 6

Summer Semester

New Student Orientation	May 13-14	May 16-17
Full Summer & Seven-Week Classes Begin	May 17	May 23
Registration/Drop Add Ends	May 21	May 27
Holiday – No Classes	May 31	May 30
Seven-Week Midterm	Jun 9	Jun 15
Full Summer Midterm	Jun 16	Jun 22
Seven-Week Classes End	Jul 2	Jul 8
Holiday – College Closed	Jul 5	Jul 4
Seven-Week Classes Final Exams	Jul 6-8	Jul 11-13
Summer Classes End	Aug 2	Aug 1
Summer Final Exams	Aug 3-6	Aug 2-5



1200 Blythe Blvd.
Charlotte, NC 28203
704.355.5043
www.CarolinasCollege.edu

ABOUT THIS CATALOG

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

This catalog/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 student services.

ACCREDITATION

Carolinas College of Health Sciences is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award the associate of applied science degree. 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 Medical Technology program and the Phlebotomy program are accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)
5600 N. River Rd., Suite 720
Rosemont, IL 60018-5119
773-714-8880

The Nursing program is approved by the North Carolina Board of Nursing and accredited by the National League for Nursing Accrediting Commission (NLNAC)
3343 Peachtree Rd. NE, Suite 500
Atlanta, GA 30326
404-975-5000

The Radiologic Technology program is accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT)
20 N. Wacker Dr., Suite 2850
Chicago, IL 60606
312-704-5300

The Surgical Technology program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP)
1361 Park St.
Clearwater, FL 33756
727-210-2350

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

AFFILIATIONS

American Association of Collegiate Registrars and Admissions Officers

American Association of Community Colleges

American College Personnel Association

American Health Sciences Education Consortium

Association for Institutional Research

Carolinas Association of Collegiate Registrars and Admissions Officers

Charlotte Area Education Consortium

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

Southern Association of Collegiate Registrars and Admissions Officers

ABOUT THE COLLEGE

Carolinas College admits qualified applicants without regard to race, color, religion, sex, age, national origin, disability, military status or any other basis prohibited by law. Concerns or inquiries regarding the application of Title IX regulations may be directed to the dean of student services. 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 Cleary Act of the Higher Education Act of 1965. The campus security policy and campus crime statistics are available from the dean of student services. 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 dean of student services for more information.

MISSION

The mission of Carolinas College of Health Sciences is to educate future healthcare providers by integrating theoretical concepts with clinical experiences. In partnership with Carolinas Medical Center, the College focuses on preparing individuals for employment in general and specialized healthcare fields for the Charlotte metropolitan area. The College is committed to:

1. maintaining a structure that supports the College's mission, guides future development, provides resources, and integrates the College into the community
2. providing resources and services to promote a learning environment that facilitates student success
3. striving for excellence in educating entry-level and specialized practitioners to be competent in providing healthcare services in a variety of settings.

VISION

Carolinas College of Health Sciences will be the educational institution of choice for Charlotte metropolitan area students preparing for entry-level and specialized healthcare careers.

CORE VALUES

- Caring
- Commitment
- Integrity
- Teamwork

OUTCOMES

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 web site in the "About Us" section under "Institutional Data."

ORGANIZATION CHART

The College's organizational chart can be found on the web site in the "About Us" section.

TREE OF LIFE

In Biblical times, the tree of life represented man's opportunity to obtain immortality. Through the ages, it became a symbol of hope and rejuvenation. Today, because of its seasonal growth and renewal, the tree has come to symbolize preservation and regeneration of life – to which Carolinas Medical Center (CMC) is dedicated. As a separately incorporated but wholly owned subsidiary of CMC, the College has added the filigree of laurel leaves around the tree as an indication of honor to recognize those making achievements in the arts and sciences.

HISTORY OF THE COLLEGE

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

The CMH nursing program closed in 1967. In the late 1980s, Carolinas HealthCare System (then The Charlotte-Mecklenburg Hospital Authority [CMHA]), realized the need for registered nurses would outstrip the number being educated in the community and it established the CMHA School of Nursing. Degree granting authority was obtained through the Hospital Authority Act [NC General Statute 113E-23 (a) (31)] and was delegated to the school by the Board of Commissioners.

The first students were admitted in the fall of 1990. Full Approval Status was granted by the North Carolina Board of Nursing, and the first class graduated in 1992. Effective 1995, CCHS was accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to offer the associate degree. That accreditation was reaffirmed following a 2000 visit.

In December 1993, the CMHA Board of Commissioners passed a resolution to incorporate the CMHA School of Nursing and to appoint a board of directors for the school. Degree granting authority was delegated to the board of directors. The school moved into the newly renovated Rankin Education Center on the Carolinas Medical Center campus in metropolitan Charlotte in July 1994. The college occupies over 40,000 square feet of that building.

In July 1996, the board of directors approved the school to do business as Carolinas College of Health Sciences (CCHS) and to expand its mission to include allied health as well as nursing programs. The existing Schools of Radiologic Technology and Surgical Technology joined CCHS in August 1996, and the School of Medical Technology joined CCHS in January 1997. Previously, these were hospital-based programs at Carolinas Medical Center. In 1999, the first students were admitted to the Nurse Aide I and Phlebotomy Programs, and in 2003 emergency medicine came to CCHS when the Paramedic program was first offered. That program was discontinued in 2008. Nurse Aide II and several additional continuing education programs were offered for the first time in 2006.

In 2008, the Board of Directors approved the development of a program in Radiation Therapy and the creation of the Continuing Education Department. The first Radiation Therapy students were admitted in 2009 leading to the creation of the School of Medical Imaging which encompasses all CCHS imaging programs, including Computed Tomography, new in 2009. With the new Continuing Education Department, all of the non-credit courses being offered at CCHS were consolidated under this department.

FACILITIES AND SERVICES

Bookstore
The College contracts with an online bookstore as a service to students, faculty and staff. Textbooks, supplies and course-related materials are available as well as College logo items.

Computer Lab
The computer lab is open to all students. Televisions, VCR and DVD players, personal computers and interactive CD ROM players are available. The lab offers multimedia activities for assigned work, remediation or supplemental work. Internet access is available for research. Hours of operation and guidelines for use are available in the lab.

Skills/Simulation Lab
The skills labs are available to students for practice and learning experiences during and outside class time. Typical uses allow for students to practice selected patient care skills. The simulation lab is available for teaching specific skills in a practice environment.

AHEC Library
The College contracts with the Area Health Education Center (AHEC) Library located just a few hundred feet from CCHS on the campus of Carolinas Medical Center to provide comprehensive information and library services to students and faculty from Carolinas College of Health Sciences. The library is an 11,500-square foot facility providing wireless Internet access, 26 computer stations, study areas, audio-video viewing rooms, and conference rooms. The library's collection is organized according to the National Library of Medicine's classification standards. The library's collection includes over 13,347 unique titles (books, CD's, DVD's and videos) and 1,326 print journal titles. 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, 150 e-books, and robust databases. The ADL is available from any computer with internet access, either on or off campus. Articulation agreements provide students with access to additional resources, and membership in the Charlotte Area Education Consortium expands faculty resources to include the libraries at seventeen additional colleges and universities in the Charlotte area. The AHEC Library is open Monday through Thursday 8:30 am to 6:30 pm and Friday 8:30 am to 5:00 pm.

Food Service
A canteen is available at the College offering hot and cold food. Also available on the CMC campus are cafeterias on the first and third floor of Carolinas Medical Center, Chick-Fil-A© on the mezzanine level of Medical Center Plaza, Starbucks© in the lobby of the Morehead Medical Plaza, and a cafeteria on the second floor of Carolinas Rehabilitation. Vending machines, microwaves, and refrigerators are also available at the College.

Student E-Mail
Students are provided a college e-mail address that is used for all official notifications. Students are encouraged to check this e-mail on a regular basis or forward it to an account which they regularly use.

ADMISSION TO THE COLLEGE

Carolinas College of Health Sciences seeks applicants who, on the basis of supportive data and in the judgment of 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, religion, national origin, sex, age, handicap, disability, military status, genetic information indicating predisposition to chronic diseases, source of payment, or any other basis prohibited by law. Concerns or inquiries regarding the application of Title IX regulations may be directed to the dean of student services.

General Admission Requirements

Applicants to Carolinas College of Health Sciences must meet certain criteria to be considered for admission. Students entering clinical health care programs have access to Carolinas HealthCare System (CHS) patients and patient records. For this reason, and by contract with CHS, applicants are screened for criminal background and for CHS employment records that may indicate problematic behaviors. The following may preclude students from being admitted to the College:

- Having been charged or convicted of certain misdemeanors or felonies
- Being in default on a student loan or owing money to the College
- Being ineligible for clinical placement in a CHS facility

Due to limited resources to support international students and a focus on providing health care practitioners for the Charlotte area, the College does not authorize requests for temporary or student visas. Proof of legal residency may be required. 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.

Conditional Admission Requirements by Program

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

Computed Tomography

- Official transcripts from all post-secondary institutions attended demonstrating a preferred combined cumulative GPA of 2.5 or above.
- Official transcript indicating an earned associate degree or equivalent diploma in one of the primary disciplines in imaging sciences.
- Two letters of recommendation with at least one from a current supervisor or imaging faculty member.

Medical Technology

- Official transcripts from all post-secondary institutions attended.
- Three Carolinas College reference forms. References may be from an employer, college advisor or faculty.
- Interview with College faculty (scheduled after submitting the application and transcripts). A manual dexterity test will be administered during the interview to be completed in the required time.
- These prerequisites must be completed with priority consideration given to applicants with a 2.5 or better cumulative GPA:
    - Biology: 16 semester hours of credit to include microbiology and immunology (preferably as separate courses). Genetics and molecular biology are recommended.
    - Chemistry: 12 semester hours to include organic chemistry or biochemistry. Quantitative analysis is recommended.
    - Mathematics: One course in statistics is required as a separate course or within another course.

Applicants with a foreign baccalaureate degree must take 12 semester hours at an accredited U.S. baccalaureate academic institution. The dean of student services and the program director will determine specific courses.

Medical Technology (con't)
A time restriction of five years applies to courses in immunology, microbiology, organic chemistry and biochemistry. Individual situations will be evaluated by the program director.

Nursing
- Official transcript from graduating high school with college prepatory coursework. Applicants with less 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.
- 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, we consider only the critical reading and math scores in calculating the minimum requirements

Applicants with a current, unencumbered LPN license may apply to the nursing program. Applicants must meet all requirements listed above and those accepted will receive nine semester hours of credit for the NUR 101 course and the NUR 100 course. Prior to enrollment, successful completion of BIO 101 and MAT 101 is required.

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 curriculum courses or unsuccessful in the same course twice. Prior to enrollment, successful completion of NUR 100, BIO 101, and MAT 101 is required. Additional courses may be required.

Pre-Nursing Program students with an overall GPA of 3.25 in the following four courses will receive guaranteed admission to the Nursing Program: BIO 101 & 102, MAT 101, and HEA 102 (or NUR 100). For the purpose of guaranteed admission, only the first attempt for each of these courses will be used to calculate the GPA. Pre-Nursing Program students must complete the guaranteed admissions requirements in three consecutive semesters. The actual start date for the Nursing Program is based on completion of the required courses and on the space available in the Nursing Program.

Pre-Nursing
- Official transcript from graduating high school with college prepatory coursework. 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.
- 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, we consider only the critical reading and math scores in calculating the minimum requirements

Radiation Therapy
- Official transcripts from all post-secondary institutions attended demonstrating a combined cumulative GPA of 2.5 or above.
- Official transcript indicating an earned associate degree or equivalent diploma from a JRCERT-accredited Radiologic Technology program.
- Three completed Carolina College Reference Forms
- Interview with College faculty members (scheduled with most competitive aplicants after submitting application and transcripts).

Radiologic Technology

- Official transcript from graduating high school or equivalent (may be waived for college graduates upon request). Minimum 2.5 cumulative GPA for math and science courses is required.
- 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 (may be waived for college graduates upon request). For the SAT, we consider only the critical reading and math scores in calculating the minimum requirements
- Interview with College faculty (scheduled with most competitive applicants after submitting application and transcripts).

Surgical Technology

Official transcript from graduating high school or equivalent (may be waived for college graduates upon request). Official transcripts from all post-secondary institutions attended with a combined cumulative GPA of at least a 2.0.

Applicants must attend an information session and complete a locally administered math and timed assessment test. Official SAT or ACT test score report with a minimum 850 (SAT) or 17 (ACT) may be substituted. Copies of official score reports and scores reported on an official transcript will be accepted (may be waived for college graduates upon request). For the SAT, we consider only the critical reading and math scores in calculating the minimum requirements

Final Admission Requirements

Exceptionally well-qualified applicants may be conditionally admitted upon completion of the application process. Generally, candidates for admission are ranked based on strength of academic history and test scores. Several programs also utilize references and interviews in the selection process. The Admission, Progression, and Graduation Committee makes admission decisions and the admissions office notifies applicants of the decision, which may include conditional admission, placement on the alternate list, or denial.

Students placed on the alternate list are notified as space becomes available. Applicants offered conditional admission are sent written notification of final admission upon confirmation of the following conditions of admission:

- Signed admission confirmation and non-refundable $100 tuition deposit.
- Signed criminal background disclosure form and $40 background check fee.
- Immunization records indicating current and complete compliance with NC Administrative Code (19A-0401) as amended in 1994.
- Completion of a health assessment and baseline drug screen (Pre-Nursing Program students are exempt from this requirement).
- Proof of graduation from high school (or college for Medical Technology Program applicants).
- Verification of eligibility for clinical placement within a Carolinas HealthCare System facility.

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

- Submit a current copy of the ARRT certification card (Computed Tomography and Radiation Therapy Programs)
- Complete eight (8) hours of clinical observation in a Radiation Therapy department (Radiation Therapy Program)
- 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 (Computed Tomography, Nursing, Radiation Therapy, Radiologic Technology and Surgical Technology Programs)
- Submit official transcripts demonstrating completion of required prerequisite 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 pre-Nursing and Surgical Technology Programs.

Final Admission Requirements (con't)

- Submit verification of completion of a Nurse Aide I course or an approved equivalency. Verification of clinical experience either during training or in a work environment is required (Nursing Program)
- Complete the Test of Essential Academic Skills (TEAS) at the identified benchmark determined by the nursing faculty (Nursing Program)
- Complete the Introduction to Healthcare course offered at Carolinas College or an approved equivalency (Radiologic Technology Program)
- Verify compliance with all essential functions of the Program (Computed Tomography, Medical Technology, Nursing, Radiation Therapy, Radiologic Technology and Surgical Technology programs)
- Verify compliance with all essential functions of the nursing program (Pre-Nursing program)
- Be tested for color blindness at orientation (Medical Technology Program)

Admission to General Education and Special Topics Courses

To enroll in general education and special topics courses at Carolinas College on a space-available basis, applicants must submit the following:

- College application form (no fee required).
- Official transcript from graduating high school or equivalent (may be waived for the first 12 semester hours of coursework or for those with an associate or baccalaureate degree upon request).
- Official college or high school transcripts demonstrating completion of prerequisite requirements, if any.

Applicants concurrently enrolled in high school and seeking dual enrollment at Carolinas College should have a cumulative high school GPA of 3.0 ("B") or better or a minimum SAT score of 1000 (ACT of 21) and must submit a recommendation from a high school counselor or administrator.

Admission to Continuing Education Courses

Carolinas College offers continuing education courses that lead to eligibility for certification in Nurse Aide I, Nurse Aide II, and Phlebotomy. Enrollment in these courses is on a space-available basis and requires a registration form and submission of tuition to register. Some of the courses require applicants to submit a college application, full tuition and other necessary information listed for each of the courses below. In addition, applicants must be eligible for clinical placement in a Carolinas HealthCare System (CHS) facility.

Nurse Aide I

- Official transcript from graduating high school or equivalent (may be waived upon request by completing a locally administered assessment test. This test may be taken only twice per calendar year).
- Copy of social security card.
- Signed background disclosure form.

Nurse Aide II

- Proof of registry as a Nurse Aide I.
- Signed background disclosure form.

Phlebotomy

- Official transcript from graduating high school or equivalent. Minimum high school GPA of 2.0.
- Locally administered assessment test (this test may be taken only twice per calendar year) or official transcripts indicating completion of a baccalaureate degree.
- Signed background disclosure form.
- Manual dexterity test will be administered during the information and/or testing session to be completed in the required time.

Readmission Process
A student seeking to return to a program following a withdrawal except after an approved leave of absence must apply to progress or to be readmitted. The student submits the progression/readmission application packet with a nonrefundable application fee to student services. It is recommended that students complete a program within 150% of normal completion time.

Applicants for readmission into the first term of a program will be considered with new applicants and therefore should apply by the new student application deadline for maximum consideration. After one year from the date of withdrawal or if substantial program or course changes have occurred, the student must complete the entire application package and restart the program at the beginning. 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 Carolinas HealthCare System.

A student may be readmitted to a program only once. Applications for readmission are reviewed by the Admission, Progression, and Graduation (APG) Committee, with decisions based on the following:
- Interview with the APG Committee, if requested.
- Academic and clinical experience at the College.
- 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.

Transfer and Advanced Standing Credit
The College recognizes knowledge and competence attained through formal, non-formal, and nontraditional approaches to learning. All advanced standing credit will be considered transfer credit, will not earn a grade, and will not be used to compute the grade point average. Comparable courses with grades of "C" or better from 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 with similar qualifications. Challenge testing is approved and administered by the director of general education and learning resources. Time limitations may apply for transfer credit. All transfer and advanced standing credit must be completed before beginning a program, including the Pre-Nursing Program, at the College. No more than seventy-five percent of the total coursework required for graduation from any program may be earned through advanced standing or transfer credit.

A medical laboratory technician who desires to upgrade to the medical technology certification, can contact the University of North Carolina at Charlotte for credit evaluation toward the baccalaureate degree. The Medical Technology Program may then offer an accelerated clinical experience, if applicable.

During the clinical experience, Medical Technology Program students who pass a written and practical challenge exam may be exempted from specific didactic and/or clinical courses pending approval of the course instructor and program director.

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 accomodations in meeting the essential functions may be provided upon request. See page 19 for details.

Computed Tomography, Nursing, Radiologic Technology, and Surgical Technology Programs

- 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 clients, families and healthcare team members.
- Communication abilities sufficient for interaction with clients, 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 client education, to interpret and document client 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 lbs 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 client responses, to perform palpitation functions, to perform therapeutic interventions, and to interact in clinical, lab, and classroom environments.

Medical Technology Program

- Critical thinking ability sufficient for rational judgment, ability to organize responsibilities, make decisions, and to analyze data or reports. Examples include manage time and systematize actions to complete tasks within realistic constraints. Employ intellect and exercise appropriate judgment. Provide professional and technical services while experiencing the stresses of emergent demands and a distracting environment. Recognize potentially hazardous materials, equipment, and situations and proceed safely. Adapt to working with unpleasant biological specimens. Be honest, compassionate, ethical, responsible, and forthright about errors or uncertainty.
- Communication abilities sufficient for interaction with others in verbal and written form. Examples include read and comprehend technical and professional materials. Follow oral and written instructions in performing laboratory tests. Communicate with faculty, students, staff, physicians, and other healthcare professionals orally and in a recorded format. Independently prepare papers, laboratory reports, and take paper, computer, and laboratory practical examinations.
- Physical abilities sufficient to move from room to room, maneuver in small places and sit for prolonged periods. Examples include move freely and safely about in laboratory and patient care areas. Sit for several hours performing moderately taxing continuous physical work.
- Gross and fine motor abilities to collect specimens and perform laboratory tests. Examples include maneuver phlebotomy equipment to collect laboratory specimens from patients. Control laboratory equipment (i.e. pipettes, inoculating loops, test tubes) and adjust laboratory instruments. Manipulate a keyboard to operate laboratory instruments and to calculate, record, evaluate, and transmit laboratory information.
- Visual ability sufficient for reading calibrations and discerning colors. Examples include: read calibration lines on pipettes and laboratory instruments; read and comprehend tests, numbers, and graphs displayed in print and on a video monitor; characterize the color, consistency, and density of biological specimens or reagents; and employ a clinical grade microscope to discriminate among fine differences in structure and color in microscopic specimens.

Nurse Aide I and II Programs

- Make decisions based on instructions and with consideration of time, place, and person.
- Organize responsibilities.
- Interact with people, families, and groups from a variety of social, emotional, cultural, and intellectual backgrounds.
- Communicate with others in verbal and written form.
- Move from room to room and maneuver in small spaces.
- Coordination and muscular control adequate to provide safe and effective client care and full range of body motion to include handling and lifting.
- Sense of touch adequate to perform physical assessment.
- Endure long hours of standing and walking.
- Hear adequately to monitor and assess client health needs.
- Adequate vision to observe and assess clients.
- Lift up to 50 pounds.

Radiation Therapy Program

- 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 collect, organize, and analyze data, ability to recognize potentially hazardous materials, equipment, and situations and proceed safely, ability to adapt to working with unpleasant odors, be honest, ethical, responsible, and forthright about errors or uncertainty, understand and apply departmental and nationally recognized rules and regulations for radiation safety
- 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, demonstrate mental stamina working under stressful and emotional conditions, possess emotional stability, maturity, gentleness, empathy, and compassion
- 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, ability to recognize and respond appropriately to non-verbal cues
- Physical ability sufficient to endure long hours of walking and standing on your feet, routinely walk, bend, push, pull, lift, stoop, kneel, squat, balance and maneuver in small places; maneuver heavy equipment; lift 20 pounds over your 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

Phlebotomy Program

- Critical thinking ability sufficient to organize responsibilities and make decisions.
- Interpersonal abilities sufficient to interact with individuals from a variety of backgrounds.
- Communication abilities sufficient for interaction with others in verbal or written form.
- Physical abilities sufficient to move about freely and maneuver in small spaces.
- Gross and fine motor abilities to manipulate phlebotomy equipment to collect specimens.
- Visual ability sufficient to discern colors and perform phlebotomy procedures.

FINANCIAL INFORMATION

Carolinas College of Health Sciences maintains the following tuition and fee schedule (subject to change):

College Tuition and Program Fees

Degree and diploma programs (per credit hour up to 15 credits)	$218
Medical Technology (payable in thirds in Aug, Jan, & May)	$5350

Non-Credit Tuition

Nurse Aide I	$436
Nurse Aide II	$640
Phlebotomy	$505
Community Training Center	
BCLS Healthcare Provider	$55
BCLS Renewal	$40
ACLS or PALS	$130
ACLS/BCLS/PALS Instructor	$165
ECG for ACLS	$85

Fees may vary for other non-credit courses

College Fees

Application	$50
Admission Deposit	$100
Background Check (May be higher in unique cases)	$40
ID Badge/Parking	$15
Activity (per semester)	$25
Technology (per semester) ($35 for students enrolled in fewer than 6 credits)	$100
Science Lab	$40
Nursing Lab (101 & 202)	$140
Nursing Lab (151, 152, 153, 154 & 155)	$70
School of Medical Imaging Lab	$80
Surgical Technology Lab	$40
Course Pack . . . . . .(varies by course)	$8-$25
Graduation (final semester)	$75
Late Registration	$25
Returned Check/NSF	$25

Texts/Supplies/Uniforms (approximate)

Medical Technology	$700
Beginning Nursing	$800
Intermediate Nursing	$350
Advanced Nursing	$100
Radiologic Technology Level I	$700
Radiologic Technology Level 2	$300
Radiation Therapy	$1100
Computed Tomography	$650
Surgical Technology	$350

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 services office for details.

Refund Policy

The tuition refund policy is applied to students who withdraw from the College for any reason and is based on the last date of attendance. This policy applies to all standard and non-standard academic terms. Student fees are not refundable. When a student officially withdraws or is dismissed, the College will refund tuition according to the following schedule:

- Before the first day of classes, 100% is refunded
- Within the first 10% of the term, 75% is refunded
- Between 11% and 25% of the term, 50% is refunded
- After 25% of the term, no refund

The College will retain a minimum tuition amount of $100 for withdrawals after the start of class and for Nurse Aide and Phlebotomy classes when an enrolled student does not withdraw prior to two business days before the start of class. CPR and Introduction to Healthcare classes are not refundable.

A separate refund policy will apply to Title IV Federal Aid. When a refund is due to a lender or the U.S. Government 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, national origin, religion, sex, age or disability. Financial aid options offered by Carolinas College of Health Sciences to students enrolled in eligible programs include the following:

- Federal Pell Grant
- Federal Supplemental Education Opportunity Grant
- Federal Stafford Loans
- Federal Parent Loan for Undergraduate Students (PLUS)
- Federal Work Study
- Academic Competitiveness Grant
- North Carolina Educational Lottery Scholarship
- North Carolina Student Loan Program for Health, Science and Mathematics
- North Carolina's Nurse Scholars Program
- Alternative Loans (Private Loans)
- Carolinas HealthCare System Educational Loan Forgiveness Program
- Scholarships (merit, need-based, special application)

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 www.fafsa.ed.gov. The Federal School Code for CCHS (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 mailed to the applicant.

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 programs.

Veterans benefits are available for eligible students enrolled in qualified programs.

For the most updated financial aid information, please visit the college website.

STUDENT SERVICES

The mission of the Department of Student Services is to facilitate and provide reliable student services through the education process in a caring environment. Student services staff are student advocates committed to providing excellent support leading to successful program completion and career placement. This is accomplished through the following policies, services and benefits.

Advisement

All Program-enrolled students are assigned an 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 two appointments per semester is expected.

Charlotte Area Educational Consortium (CAEC)

Carolinas College is a member of this consortium of Charlotte-area colleges and universities. Upon request and approval by the office of student services, students are eligible to take courses at other CAEC member institutions at no additional charge beyond Carolinas College tuition on a space-available basis. Courses must not be available at CCHS and must be relevant to the student's program. Grades earned in these courses will count towards the student GPA at CCHS.

Counseling

Confidential personal counseling is available through the Employee Assistance Program (EAP) (704-355-5021) and through CHS Pastoral Care (704-355-2218). Services or referrals are available for academic problems, stress management, family, or other concerns. Confidential advising is available with the dean of student services.

Enrichment Workshops

The office of student services coordinates enrichment workshops for students. Topics are offered as determined by request and the expressed needs of the student body.

Faculty Office Hours

Faculty and staff members at Carolinas College maintain an open door policy. Office hours are posted on schedule sheets on most faculty office doors. All faculty and staff members have voice messaging and e-mail contact information available via the college web site.

Housing

Carolinas College offers student housing in single-unit homes, duplexes, and apartments owned by Carolinas HealthCare System and managed by a local real estate management company. See the college web site for details and contact information.

Inclement Weather Procedures

In the event of inclement weather, safety of students and personnel is the first consideration. In the event inclement weather necessitates the closing or delay of the College, decisions will generally be made by 6:00 a.m. and will be posted on local television and radio stations, as well as the College's main number and web site. For announcements regarding delay of school, eight o'clock (8:00 a.m.) is considered the beginning time. Hours of delay are counted from 8:00 a.m. Programs or classes which begin earlier than 8:00 a.m. will indicate delay provisions in course syllabi.

Individuals with Disabilities
In accordance with federal law, the College is committed to assisting qualified individuals with disabilities, who can meet the essential functions of the program, to achieve their educational goals. Specific questions concerning the essential functions should be referred to the dean of student services. Students in need of special accommodations must complete a request form, supported with current medical documentation, and return it to the dean of student services.

Mentor Program
In the two-year programs at Carolinas College, entering students may request a second-year mentor.

Placement Services
The College assists students and alumni in finding employment and/or in continuing their education. Career counseling and assistance with placement paperwork are available through the student success coodinator. Students are encouraged to take advantage of workshops and other extracurricular offerings related to employment and continuing education.

Professional Liability Insurance
The College provides this insurance without charge to students during clinical experiences. Liability coverage for students does not extend beyond their student role.

Registration and Course Scheduling
The registrar will generate the course schedule and registration materials approximately 90 days prior to the first day of classes each semester. To be considered registered for a subsequent semester, students must complete the registration process including meeting with his or her advisor prior to registering for courses. Transfer and advanced standing credit must have been earned prior to the first day of the first semester of enrollment.

Continuing students not registering during the official registration period will be assessed a $25 late registration fee. Section assignments will generally be on a first come, first served basis with priority provided to students in a clinical program. Students requesting sections that are full will be assigned to open sections. A copy of the student's schedule will generally be provided to the student at the time of registration.

Students who want to drop a class that does not affect the master curriculum plan may do so with the approval of their instructor and advisor. If the desired drop affects the master curriculum plan, requests must be approved by the student's advisor, the instructor, the program director/dean, and by the dean of student services. Classes may be added after the drop/add period only with the approval of the instructor and the dean of student services. Students withdrawing from a class after the drop/add period will receive a grade as described on page 33.

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 director/dean. General education course section changes will be made upon approval of the involved faculty members.

Safety
In the interest of safety and security for 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. New student 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.

Security
Carolinas HealthCare Systems (CHS) 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 5-2093.

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 and students are not considered employees of the facility. Students will not be substituted for regular staff.

Student Newsletter
Items for the monthly College newsletter should be submitted to the administrative staff 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 Leadership Team at a regular or called meeting.

Transportation and Parking
Students are provided with free space on the campus of Carolinas Medical Center. Students who park in undesignated areas may be fined, ticketed, and towed. Students are responsible for their own transportation to the College and to clinical sites.

STUDENT ORGANIZATIONS AND PARTICIPATION

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 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 the following committees: Admission, Progression, and Graduation (APG); Nursing Curriculum; College Planning and Assessment; Quality Improvement; Learning Resources (LRC); Safety; Development; and Student Life.

Council of Student Leaders

The dean of student services convenes a meeting once each semester with all of the student leaders of the college including student organization officers and other leaders. This group provides students a voice in college decision making and informs the dean of the current concerns, ideas, and issues facing the students.

Fundraising

Student organizations and college committees may conduct limited fundraising activities with prior approval of the president.

Open Forums

The president holds monthly open forums with interested students for the purpose of enhancing the communication between the student body and the administration of the College. Dates and times are published in the college newsletter.

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 one semester of enrollment in a two-year program leading to an associate degree. Induction into the Beta Zeta Sigma Chapter of PTK occurs in the fall and spring semesters.

Student Government Association

SGA provides the primary voice for students in college decision making. All students are members of the Student Government Association (SGA). Each program elects representatives to serve with the officers, who are elected by a vote of the student body. The officers and representatives provide a means of communication between the administration, faculty, and student body. The SGA recommends student representatives to serve on College committees. SGA coordinates community service and fund-raising projects and provides opportunities for the development of leadership skills among students. The president appoints a faculty/staff member to serve as an advisor to the SGA to guide the direction of activities within the framework of the purpose, goals, policies, and procedures of the College.

Student Nurses' Association

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

STUDENT STANDARDS AND INFORMATION

The College seeks to provide an environment in which learning, teaching, and related activities are undertaken freely, safely, responsibly, and without distraction. Given that we exist in a diverse campus community, we recognize that our actions must be motivated not only by personal concerns but also by the concerns of the healthcare system, the community, and the welfare of the College. The policies and procedures of the College are designed to establish standards of conduct where each member of the college community has the freedom to pursue academic and curricular activities in the educational context of healthy, responsible, and respectful behavior.

Code of Student Conduct

CCHS students are expected to abide by College policies and 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. The following sections describe student rights and responsibilities, expected conduct, allegations and sanctions, and grievance procedures.

Student Rights and Responsibilities

- Students are free to pursue their educational goals. Appropriate opportunities for learning in the classroom, on campus, and in the community shall be provided by the College. Student performance will be evaluated on established grading criteria identified in each syllabus, not on opinions or conduct in matters unrelated to academic standards unless that conduct violates College or clinical facility regulations.
- Students have the right to freedom of expression, inquiry, and assembly subject to reasonable and nondiscriminatory College rules and regulations.
- Students have the right to inquire about and to propose improvements in policies, regulations, and procedures affecting the welfare of students through the Student Government Association, Open Forum with the president, or individually with college administrators.
- Students have the right to privately confer with personnel concerning a personal grievance. If the outcome is not satisfactory, the student may proceed to the next person in the organizational chain, and finally the college president, to seek resolution.
- Students have the right to put in writing complaints regarding any aspect of the College. The complaint should be addressed to the director of the department to which the complaint applies or to the dean of student services. All written complaints will be investigated with a response to the students. If the outcome is not satisfactory, they may contact the president.
- Students have the right to review their official school record and to request nondisclosure of certain information.
- Students accepting an offer of admission accept the responsibility for reading the College catalog and knowing, understanding, and acting in accordance with applicable laws, regulations and College policies.
- Students have the responsibility for proper completion of their academic programs. Program deans/directors, advisors, and student services personnel will counsel students, but the final responsibility for knowing and meeting program completion requirements remains that of the student.
- Students are responsible for respecting the rights of others and treating others with respect and dignity.
- Students have the responsibility to respect and guard the confidentiality of all client/patient information.
- Students are responsible for maintaining communication with the College and for keeping on file with the registrar's office at all times a current address and phone number. Similarly, the graduated student should notify the College of changes in employment, completion of additional degrees, and advanced training or certification.

Honor Code
All students are expected to promote the highest standards of ethical conduct. Students are expected to demonstrate honesty and integrity in the classroom and clinical setting and in administrative matters. Each student is responsible for maintaining, upholding, and promoting honesty, trust, and respect for self and others. Honor Code violations include the following:

- Falsification of records or documents
- Academic dishonesty, including but not limited to:
    - Cheating on any assignment, test or exam
    - Referring to unauthorized materials during a test or other assignment
    - Copying another person's work or allowing someone to copy your work
    - Sharing questions and/or answers to tests or exams
    - Turning in another person's work as one's own
    - Unethically obtaining tests or test questions
    - Collaborating with others on assignments if contrary to stated rules
    - Plagiarizing
- Clinical dishonesty, including but not limited to:
    - Having another person perform one's assignments without instructor permission
    - Collaborating with others on assignments if contrary to stated rules
    - Falsifying records or communicating false information about clinical care or clinical experiences
    - Knowingly assisting others in any of the above actions

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 CHS policies and procedures (collectively, the "Privacy Standards"). Failure to comply with the HIPAA privacy standards will result in disciplinary action. The disciplinary action shall be based on the severity and context of the violation and is outlined in the College's policy and procedure manual.

Alcohol, Drug, and Tobacco Use
The use of drugs or alcohol during scheduled school hours or the possession of drugs or alcohol on campus will result in immediate dismissal. Furthermore, Carolinas College of Health Sciences, as a facility of Carolinas HealthCare System, is a tobacco-free environment. Tobacco use is not allowed on campus grounds or in campus buildings. Additionally, all drug or alcohol related charges or convictions must be reported to the dean of student services within five days of the occurrence. Possession of illegal drugs off system property and drug or alcohol related charges and convictions will be treated as a positive drug test. 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 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 taking prescription and non-prescription drugs that may affect their ability to perform assigned duties must report this to the faculty member. Students with positive tests will be referred to Employee 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) which will assess treatment needs and provide referrals. Students may be allowed to return to class and clinical based on cooperation and treatment assessment after consultation between Employee Health, EAP and the dean of student services. A student who is allowed to return to class or clinical will be dismissed for a subsequent positive drug or alcohol test.

Disruptive Behavior:
Disruptive behavior during class or clinical will result in referral to the dean of student services and possible disciplinary action. 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. In the event of disruptive behavior, the course faculty reserves the right to dismiss the student from classroom.

Psychological Impairment
Students are expected and required to be in appropriate mental condition to perform the job or to participate in class, lab, or clinical. College personnel relies upon the expertise of professionals with Employee Health and Employee Assistance Program regarding degree of impairment, treatment, and return to school readiness.

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, any action 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, veteran status, or disabling condition is inconsistent with the College's commitment to create and maintain an educational environment that is safe and responsible, and which supports and rewards achievement on the basis of ability and performance.

Allegations and Sanctions
Violations of the Code of Student Conduct can be reported by any member of the College community. All violations should be reported to the dean of student services 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 such that it is administratively handled by the dean of student services
- The allegation has merit and is such that it is referred to the Admission, Progression, and Graduation (APG) Committee for a formal hearing

The following sanctions are listed in order of severity and represent a standard response to allegations of merit.

- 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 services. Sanctions of restricted access or dismissal will be made only by APG action or when policy mandates (i.e. firearms violation). Other sanctions may be administered as determined by the dean of student services or the APG committee
- Letter of Warning provides official notification of a violation and informs students that continued violations may result in further sanctions
- Disciplinary Counseling assures the opportunity for constructive counseling with qualified professionals suggested by the dean of student services
- Action Plan for corrective measures is developed
- Alcohol or Drug Assessment may be required per Alcohol/Drug use policy
- Restricted Access prohibits a student from accessing certain areas (i.e. clinical) for a specific period of time
- Dismissal separates the student from the College permanently or for a specified time frame. Students may reapply for admission, as eligible, at the conclusion of this time period.

Student Grievance and Appeal

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 CCHS. Appropriate complaints and grievances include both verbal and written formats. Verbal complaints are considered less formal than written and may be expressed to any member of the staff or faculty. It is expected that staff and faculty alike will give appropriate attention to such grievances and, when necessary, will refer the complaint to an appropriate manager. Due to the less formal nature of the verbal grievances, students may or may not receive notification of action taken, if any. Written grievances are considered formal and will be investigated. Written grievances are filed with the dean of student services. Students are encouraged to sign written complaints to facilitate additional fact finding and follow up. Signed and unsigned written complaints will be referred to the appropriate manager for investigation and, if necessary, for correction. In the case of signed complaints, not later than one month from receipt of the complaint, the dean of student services will notify the student of the current status or action taken, if any, as a consequence of the complaint. Should the student complaint come by way of a third party (i.e. accreditation body, program approval body), the process above will apply with additional follow up directed to the third party.

When a student feels his or her rights have been violated, or upon receipt of notification of dismissal, the student who wishes to appeal must send written notification to the president within seven work days. The student's written notification shall set forth the specific issues the student seeks to appeal. The services of an uninvolved member of the Student Services Department will be available to review the Student Complaint / Grievance / Appeal Process Policy with the student. The president will review the request for appeal and determine if the circumstances fall within the areas subject to appeal. The president shall inform the student in writing of whether the request for appeal is approved.

If the request for appeal is approved, the president shall select the Appeal Review Committee, who will represent the College's action, and notify all parties of the specific issue to be considered. The composition of the Committee shall include five persons who are not involved in the complaint consisting of the following:

- The director of business and finance, or designee, will serve as chair with voting privileges;
- Three uninvolved representatives of the College faculty/academic deans/program directors;
- A student selected from among the student body from a different program or class.

The appealing student and College representative will be provided written notice of the membership of the Committee. For good cause the student and/or the College representative may challenge the membership of one member of the Committee within 24 working hours of receipt of written notice. If any member is excused, the president will designate an alternate member.

The appealing student and the College representative will be requested to supply the Committee with a written list of evidence they plan to present. The student may request copies of documents from his/her file. The written list of evidence will be provided to the opposing party. Neither party will be allowed to introduce additional evidence during the hearing.

This committee will meet prior to the hearing to review the conduct of the hearing and the submitted documentation and to identify the relevance of the planned evidence. The Committee may request additional documentation. The ruling on evidence and the date of the hearing will be forwarded to the student and the College representative in writing.

The matter will be heard as soon as practical, normally within 10 work days of the first meeting of the Committee. Based on a review of the factors involved, the president may allow the student to attend class during the waiting period. Prior to and during the hearing, the Committee will have complete discretion in determining the manner in which the appeal is to be heard. The chair may rule at any time that evidence or testimony presented is not applicable to the issue. In addition, the following general rules shall govern the conduct of the appeal hearing:

- A tape recording or other record of the hearing shall be kept.
- The student will be responsible for supporting his/her challenge to the action by showing that the College demonstrated irresponsibility, procedural irregularity, arbitrary decision making, discrimination, differential treatment, or lack of factual basis for decisions.
- The College representative will present evidence in support of the College's action regarding the issues of appeal.
- Neither the student nor the College representative will be represented by an attorney in any phase of the hearing. The student and/or the College representative may consult with legal counsel in connection with preparation for the hearing.
- The Committee will afford the College representative and the student a full and complete hearing, allowing each to state positions related to the action taken. The chair will verify that both parties are satisfied that positions have been stated.
- The hearing will be of such duration as the Committee deems reasonable. At the completion of the presentation, the Committee will deliberate in closed session. The Committee may not recall either party.
- The decision of the Committee will be rendered within five (5) business days after the completion of the hearing. The chair of the Committee will inform the student, the College representative, the program director/dean, and the president of the decision in writing within one business day.
- All proceedings will be strictly confidential.
- 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 grievance of student 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.

Community Standards and Information

In addition to student rights, responsibilities, and standards of conduct, the College has a collective set of standards to ensure the consistent delivery of academic and curricular activities in a healthy, responsible, and respectful environment. The following sections describe the dress code and other requirements of participation in the greater College community.

Dress Code

Students will be clean and neat and all clothing will be free from profanity, slanderous language or inflammatory causes. All clothing must be worn with modesty in mind. College-issued ID badges will be worn at all times above the waist with the picture visible. All students entering a patient care facility for any reason will comply with the employee dress code for that facility, either in business professional attire, clinical attire or a CCHS uniform. The following dress code applies to students while in the clinical environment or participating in activities in the Carolinas Simulation Center and must be adhered to at all times.

The official College-approved uniforms are scrubs and only specific styles may be worn. Dress length is no shorter than the middle of the knee. Pant length is the top of the shoe. Underwear is to be worn, but should not be visible. Only approved teal jacket or required personal protective equipment (PPE) may be worn with the uniform. Men are to wear white T-shirts, with no logos, under the uniforms. Surgical Technology students wear hospital approved scrubs and PPEs as outlined in clinical policy. Phlebotomy and Nurse Aide Program students wear white uniforms as instructed by faculty. Nursing Program students going to clinical areas to get assignments are to adhere to the dress code of the facility to which they are assigned. Additionally, three-quarter length white lab coats will be worn over street clothes when not in uniform. No jeans or shorts are permitted. For specific uniform requirements, refer to the uniform listing on the College's web site.

Dress Code (con't)
Clean, white leather shoes or white leather style athletic shoes are required. No canvas or cloth style jogging shoes, no sandals or other open toe shoes and no heels higher than two inches. Plain white socks covering the ankles or white hosiery are to be worn at all times. Medical Technology Program students are not to wear clogs in the clinical setting. Hair should be clean, neat and controlled and worn in a manner which does not interfere with job performance. Plain barrettes only; no hair bows. Males should be clean shaven; if beard or moustache is chosen, it must be clean and well groomed. Extremes in hairstyle and colors are not acceptable.

Nail length should not interfere with job performance. Nail designs are not permitted and colors must be moderate. Any student with client contact must have nail length that does not extend beyond fingertips and be clean and polish free. Artificial nails are not allowed. Makeup must be light with natural colors only. Perfume, cologne, or strong scents must not be worn.

Jewelry and other accessories must be conservative and not interfere with job duties or pose a safety threat. Visible body piercing other than earrings is not allowed. Earrings must be less than one-half inch, must be post, may not be a clip-on, and are limited to two per ear. A maximum of three rings for both hands is permitted (wedding set counts as one ring). Tattoos, if not completely covered by clothing, must not be offensive to clients, visitors or employees. No other jewelry may be worn with the exception of medic alert jewelry.

Communication Devices
Personal communication devices should be deactivated, or if necessary, set to a silent, vibrating mode when in class or in the computer lab. All devices are strictly prohibited from clinical areas. The college receptionist can contact students in the event of an emergency.

Gifts
Employees of Carolinas College may not accept gifts or favors from students or clients. Students may not accept gifts from clients.

Health Screenings
Following the TST (Tuberculin Skin Test) and physical heath assessment required as part of pre-enrollment activities, students must annually renew the TST during or 60 days before their birth month.

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 Blvd. next to the creek.
- Do not reenter the building until given an "all clear" signal.

Emergency Response Plan
The college has an Emergency Response Plan designed to establish policies, procedures and organizational structure for response to emergencies that are of a magnitude to cause a significant disruption of the functioning of all or portions of the College. A copy of the plan can be accessed through the Student Services Office.

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, CCHS has chosen to default to the Carolinas HealthCare System's equivalent policy: Ownership and Commercialization of Intellectual Property (ADM 260.01), and this policy will apply to all CCHS staff, faculty, and students. This policy addresses all categories of intellectual property and related issues such as ownership, governance, and dissemination of intellectual property. The policy is available through the Carolinas HealthCare System's policy manual, accessible to all staff and faculty, and for students, through the Student Services office.

ACADEMIC INFORMATION AND RECORDS

The College offers programs which lead to an associate in applied science degree, a diploma, or a certificate. A degree is awarded for a program of study offered over two academic years with a minimum of 60 semester hours credit with not fewer than 15 semester hours in general education. The general education core contains at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural sciences/mathematics.

A diploma is awarded for a vocational program of study with a minimum of 35 semester credits and which contains at least 3 semester credits in general education. Diploma programs are generally at least one academic year in length.

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

Types of Courses

The College offers three types of courses toward the completion of a degree, diploma, or certificate. Each program offers *applied courses* specific to the discipline and intended to prepare graduates to practice entry-level healthcare. In addition, *general education courses* are offered to enhance the undergraduate learning experience and help students develop competencies in communication, critical thinking and problem solving, and content application. Finally, *special topics courses* offer emerging issues or specialized content that may include health services courses, geared to provide a basic exposure to skills and concepts useful to the training of health care professionals, or courses that are interdisciplinary in nature.

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. Students complete coursework using technology such as e-mail, multimedia, chat rooms and discussion forums, and can access course information (syllabi, handouts, grades) through the Moodle learning environment available at http://online.carolinascollege.edu.

Courses with distance education components are identified in the registration bulletin according to the following classifications:

- Web-enhanced course: A web-enhanced course is a traditional course that meets in the classroom for all of regularly scheduled class time, but uses web-based technology for purposes of supplementing the course by publishing course materials, facilitating discussions, extending office hours, posting course grades, etc.
- Hybrid course: A hybrid course is defined as any course that replaces a portion of regularly schedule class time with online activities (i.e., less than 100% but more than 0% of course activities are completed online).
- Online course: An online course is defined as any course taught 100% online with no required meetings.

Credit Hours

The unit of credit measurement is the semester hour. One semester hour represents one hour of lecture, three hours of lab/clinical, or 10 hours of precepted practicum per week for 15 weeks, plus an examination period. Students enrolled in 12 or more semester hours are considered full-time. Non-credit courses are measured by contact hours or continuing education units (CEUs).

Audit Policy
A student may request to audit a course or an audit may be prescribed. 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 according to a ratio determined by the director of business and finance. Auditing fees are not covered under the Carolinas HealthCare System Student Loan Program.

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

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 online.

Attendance
The instructional work of the College is 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 of those periods. Specific course attendance requirements are identified in each course syllabus. A student may be withdrawn from a course by faculty when the student has exceeded the allowed hours of absenteeism. In online and hybrid classes, the student is expected to log-on regularly with specific expectations stated in course syllabi.

Withdrawal from the College
Any student voluntarily leaving the College must complete a Withdrawal Form with the dean of student services or designee. A grade of "WF" (Withdrawal/ Failing) indicates a failing grade at the time of withdrawal. A "WP" (Withdrawal/Passing) indicates a passing grade at the time of withdrawal. Withdrawal during the final 25% of a term will result in a final grade of "F." A student unable to appear in person may notify the dean of student services in writing. The deadline for withdrawals will be published in the registration bulletin each semester.

If a student allegedly involved in a violation of the honor code or facing other disciplinary issues separates or graduates from the College prior to resolution, the disciplinary process can continue at the discretion of the College. If a hearing is not pursued upon the separation of the student, the pending issues will be resolved, at the discretion of the College, prior to any future readmission or progression.

A student who is considering changing programs should consult with the director of the program of current enrollment as well as the dean of student services. Application for admission to the second program must then be completed according to all stated deadlines and admission requirements. Additional academic transcripts and test scores are not required if they duplicate those submitted previously. Advanced standing credit for courses successfully completed in the first program will follow normal College policy with one exception: grades earned for courses taken at CCHS will be calculated in the grade point average of the new program if the course is awarded credit toward the second program.

Withdrawal from the College (con't)
The College may grant a Withdrawal/Leave of Absence to a student enrolled in a healthcare program for extended illness, jury duty, military activation, bereavement, or other extenuating circumstances restricting student attendance. For most purposes, a Withdrawal/Leave of Absence has the effect of a withdrawal (grades, loan repayment, forfeiture of student privileges) but students are guaranteed a place in the program upon return if all conditions are met. The Leave of Absence Request form is available from Student Services. To be considered for a Leave of Absence the applicant must be maintaining a grade of "C" or better in all classes and performing at a satisfactory level in clinical at the time of the request. Requests will be reviewed by the APG Committee. The length of the Leave of Absence will be determined on an individual basis. Students returning from an approved Leave of Absence are subject to all changes in policies, procedures, and curricula which occur during their absence.

Satisfactory Academic Progress and Progression
To make satisfactory academic progress at CCHS, students must meet both minimum grade point average (GPA) and completed credit requirements. A cumulative grade point average (CGPA) of 2.0 ("C") is the minimal measure of academic satisfactory progress toward graduation. The CCHS CGPA is calculated without grades for any courses earned via advanced standing credit. 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 is considered successful completion of a course; a grade of I, WP, WF, D, or F is not considered successful completion.

At the completion of a semester or term the registrar will assure that a new term grade point average (GPA) and a new CGPA are calculated and appear on the student transcript. A student whose CGPA is below 2.0 or who has not completed 50% of attempted hours (upon completion of the second term of enrollment and thereafter) will be placed on academic probation for the subsequent semester attended.

1. The registrar 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 administrator will also be notified. A "semester note" on the transcript will specify that the next semester is a probationary period.
2. A grade earned in a class that is retaken replaces the original grade in the calculation of the GPA and CGPA. Separate policies govern CGPA for guaranteed readmission purposes.

At the conclusion of the probationary period, the new CGPA must be at or above 2.0 or have completed 50% of all attempted hours (effective for hours completed after the second term of enrollment and thereafter) or the student will generally be academically dismissed. 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 receive a letter notifying him/her of his/her status. A student for whom reaching a 2.0 CGPA within two semesters of notification is a mathematical impossibility will not be permitted to register for classes.

The Admission, Progression, and Graduation (APG) Committee handles individual issues related to progression. The program director, associate dean, or dean of student services is responsible for requesting review of an issue and for providing complete documentation to the chair of the APG committee. Copies of the request and supporting documents will be made available to the student as soon as possible, but prior to the meeting. The APG committee will convene within two working days of the request. The student and involved faculty member will attend and the student may select one member of the faculty/staff who may attend as non-participating support. Following the review of relevant data, the APG committee may make recommendations for additional actions
to be taken, revise an existing action plan, develop an additional action plan, issue a warning, or dismiss the student. Issues involving recommendations for administrative dismissal must be heard by the APG Committee. Issues related to progression are confidential. Additional program-specific progression policies can be found in the nursing section.

Academic Dismissal
The lowest passing grade in any course is a "C." A student who earns a grade less than "C" in a required sequence course may be academically dismissed from the program by the dean/provost. Separate policies and procedures apply for nursing students as outlined in the nursing section. The Medical Technology student may repeat only one course in the program. If the student does not earn a "C" on a second attempt, he/she will be dismissed. Students may be academically dismissed from the College for failure to meet satisfactory academic progress as defined in the section above.

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, after review by the APG Committee, it is determined that the student:

- presents physical or emotional health problems which conflict with safe practice and does not respond to appropriate treatment or counseling within a reasonable period of time.
- has a disability for which reasonable accommodations will not prevent unsafe clinical practice.
- exhibits behavioral problems which result in unsafe clinical practice. Unsafe clinical behavior is defined as:
    - 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 and/or
    - requiring an inordinate amount of the instructor's time in the clinical setting, jeopardizing adequate supervision of other students, because of poor judgment, poor decision-making skills, or life-threatening safety violations. "Requiring an inordinate amount of the instructor's time" indicates that the student consistently necessitates excessive supervision and requires a significantly longer time than other classmates to perform procedures or tasks.
    - poses a significant danger or threat of harm to person or to property.
    - interferes with the rights of others.
    - loses access to clinical facility placement.
    - violates the Honor Code.
    - fails to fulfill financial obligations to the College.

Possession of firearms or weapons is grounds for immediate dismissal.

Attendance Dismissal
Students not meeting attendance requirements for class or clinical may be dismissed from the program by the appropriate dean/program director. Students who do not attend class during the first week of the semester and do not contact their instructor during that time will be removed from the official class roster. Instructors may initiate dismissal procedures when a student has not met attendance requirements as specified in the course syllabus. Absent days can include both excused and unexcused absences. Attendance Dismissal will result in a final grade of "WF" (Withdrawal/Failing), or an "F" if dismissal occurs during the final 25% of the term.

Student Academic Records
In accordance with the Family Educational Rights and Privacy Act (FERPA) of 1974, 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. For the purpose of student records, the term "student" is defined to include all matriculating individuals 18 years of age or older. Any student 17 years 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 registrar will discuss with interested students the procedure for requesting a review of the academic file.

Student Academic Records (con't)
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, dates of attendance, degree and awards received, and participation in organizations may be disclosed without the consent of the student. Students may request nondisclosure of directory information by completing a form available from the registrar. Requests for nondisclosure are valid for one year. In response to a written request from the student, an official transcript will be issued to the designated institution or person provided that all financial obligations to the College have been met. The first copy of the transcript will be provided at no cost. A fee will be charged for each additional copy. Transcripts on file from other institutions will not be released.

To assure proper record keeping, students are required to provide the registrar with changes in name, address and/or telephone number. Legal documentation is required to change a name. Alumni are encouraged to keep the College informed of their current name, address and certification/licensure updates.

Grading Policy
The College of Health Sciences 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." At the final course grade calculation, cumulative scores will be rounded off with the raw score of 0.50 being rounded up to the next whole number.

The "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 "WP" (Withdrawal/Passing) indicates that the student had a passing grade at the time of withdrawal. "WF" (Withdrawal/Failing) indicates a failing grade at the time of withdrawal. In both cases, the grade is based on the last date of attendance prior to the withdrawal/dismissal. Withdrawal during the final 25% of the term will result in a grade of "F."

The registrar will notify at-risk ("D" or "F") students of their midterm grades.

The registrar will deliver or make available final course grades to all students at the end of each team. Grades will not be given 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. Changes are communicated by the course coordinator or program director to the registrar. A student who believes there is a grade discrepancy should see the course coordinator or program director immediately.

Grade Point Averages (GPA) will be calculated by the registrar. GPAs are calculated by multiplying the credit hours per course by the quality points earned and dividing by the total credit hours attempted.

Courses repeated at Carolinas College of Health Sciences will not accrue additional hours attempted. 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 students seeking guaranteed admission to Nursing, only the first attempt at each course will be used to calculate the required GPA.

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	*
WP	Withdrawal/passing	*
WF	Withdrawal/failing	*
AU	Audit	*
R	Repeat	*
T	Transfer/testing credit	*

**Not used in computation of grade point average*

Dean's List and Academic Awards

Students in for-credit healthcare programs and those in Pre-Nursing Program or general education courses (6 or more semester hours) receiving a grade point average of 3.50 or higher for a semester will be placed on the Dean's List. certificates will be awarded.

Students achieving an overall GPA of 3.24 or higher will be recognized at the commencement exercise as graduating with 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 director/dean.

Graduation Requirements

Graduation ceremonies are listed on the academic calendar. All students receiving degrees, diplomas, or certificates are 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 the summer or at off-cycle times may have a graduation recognition event in place of a ceremony. These students will be invited to participate in the next scheduled ceremony.

Satisfactory completion of all required and elective courses in the designated master curriculum is required for graduation and for conferring of a degree, diploma, or certificate. The satisfactory completion of the requirements will be calculated by the registrar and reviewed by the Admission, Progression, and Graduation Committee. The student must have attained a grade of "C" or higher in each of the curriculum requirements, and have a minimum 2.0 cumulative grade point average; earned a minimum of 25 percent of the required semester hours of credit at Carolinas College of Health Sciences, to include the final two semesters; and satisfied all financial obligations to the College and/or CHS Parking Department. For Nursing Program students, successful completion of the standardized capstone test is required.

Students enrolled in programs of at least one year in length must demonstrate basic computer competency. Successful completion of a satisfactory computer course may satisfy this requirement or students can complete a computer competency assessment with a score of 80% or better. Proof of competency is required before the student can progress to his/her second semester. Workshops and individual instruction are available in the computer lab to assist students in achieving these competencies.

ACADEMIC PROGRAMS

Carolinas College offers programs leading to degrees, diplomas and certificates in healthcare careers.

GENERAL EDUCATION AND SPECIAL TOPICS COURSES

The general education courses are a substantial component of each undergraduate degree program and are designed to ensure a breadth of knowledge to promote intellectual inquiry. As students develop into responsible professionals in the health sciences, these courses ensure they are exposed to a broader understanding of society and self. General education courses are offered to enhance the undergraduate learning experience and help students develop competencies in communication, critical thinking and problem solving, and content application. For degree completion in the associate of applied science programs, the general education component constitutes a minimum of 15 semester credit hours with at least one course in each of the following areas: humanities/fine arts; social/behavioral sciences; and natural sciences/mathematics.

The general education courses are unique in many ways, but one distinction is that general education courses emphasize particular goals, objectives and outcomes. Specific courses articulate individual objectives, but all general education courses emphasize at least one of the learning goals below. After completing general education courses at Carolinas College, students will demonstrate the ability to:
communicate effectively, either in written or oral format,
understand the fundamental concepts, methods and applications of the natural and life Sciences and their impact on human experience,
examine and understand human behavior in different theoretical, societal, cultural and/or institutional contexts, and
think critically, apply abstract concepts, and draw conclusions from course concepts.

The following courses constitute the general education courses and available electives followed by those courses offered by the college that are specialized in nature and not part of general education.

General Education Courses

		Credits
	Communication	
ENG 101	English Composition	3
	Humanities/Fine Arts	
ENG 231	Early American Literature	3
SPA 101	Elementary Spanish	3
	Social/Behavioral Sciences	
PSY 101	General Psychology	3
PSY 102	Human Growth and Development	3
SOC 101	Introduction to Sociology	3
	Natural Sciences/Mathematics	
BIO 100	Essentials of Anatomy and Physiology	4
BIO 101	Human Anatomy and Physiology I	4
BIO 102	Human Anatomy and Physiology II	4
BIO 200	Microbiology	4
BIO 202	Introduction to Pharmacology	3
MAT 101	College Math	3
MAT 151	College Algebra	3
MAT 201	Elementary Statistics	3

Electives		Credits
GEN 100	Contemporary Issues	3
GEN 101	Experiential Leadership	2/3
GEN 102	Leadership Development	3

Special Topics Courses

HEA 102	Medical Terminology	2
HEA 107	Complementary Therapies	1
IDS 101	College Student Success	1

PRE-NURSING PROGRAM

The Pre-Nursing Program is designed for students who are considering a nursing career and who are planning to enter a two- or four-year nursing program. There are two curriculum options for those students enrolled in the Pre-Nursing Program: guaranteed admissions and the Pre-Nursing certificate.

Guaranteed Admission: Students enrolled in the Pre-Nursing Program have the opportunity to earn guaranteed admission into the Carolinas College School of Nursing. Students seeking guaranteed admission must formally declare that intention with the College Admissions Office. To be eligible for guaranteed admission, students must complete the following four courses at Carolinas College and receive an overall 3.25 GPA for these courses:

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

For guaranteed admission, these four courses must be completed at Carolinas College within three consecutive terms. 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 to the Nursing Program no sooner than three full terms after beginning the Pre-Nursing Program.

Pre-Nursing Certificate: Students enrolled in the Pre-Nursing Certificate program pursue courses which transfer into the nursing program as required or elective course. The recommended course load per semester is 12 hours. Each semester, the student typically schedules four credit hours in natural sciences/mathematics; six to nine credit hours of social sciences, humanities, and English; and two credit hours in special topics courses. Completion of the Pre-Nursing certificate program does not guarantee acceptance into the School of Nursing. The Pre-Nursing certificate curriculum includes the four courses required for guaranteed admission, but completion of the certificate program is not a requirement for guaranteed admission.

First Semester		**Credits**
BIO 101	*Human Anatomy & Physiology I*	4
HEA 102	*Medical Terminology*	2
PSY 101	General Psychology	3
ENG 101	English Composition	3

Total First Semester.....12

Second Semester		**Credits**
BIO 102	*Human Anatomy & Physiology II*	4
MAT 101	*College Math*	3
PSY 102	Human Growth & Development	3
SOC 101	Introduction to Sociology	3

Total Second Semester 13

Certificate Requirements	**Credits**
General Education (Biology, Psychology, English, Math, Sociology)	23
Health Services	2

Total Certificate Requirements 25

SCHOOL OF CLINICAL LABORATORY SCIENCES

In support of the mission of the College, the purpose of the Clinical Laboratory Science programs of study is to prepare graduates to function as providers of service in a clinical laboratory. Graduates are prepared to perform entry level laboratory skills in a variety of settings and to seek continuing education opportunities. The curriculum is designed to develop critical thinking skills by integrating theoretical concepts with clinical laboratory training. Currently, Medical Technology Program is the sole program offered within the School of Clinical Laboratory Sciences

The Medical Technology Program (often referred to as Clinical Laboratory Science) is a full-time, 12-month clinical education certificate program which enrolls a maximum of twelve students per year. The program consists of didactic lectures and supervised clinical education in the various areas of the clinical laboratory as well as special studies in ethics, research, management, laboratory safety, education, laboratory computer systems, molecular pathology and phlebotomy. The class is divided into cohort groups, typically of not more than four students. A designated faculty member is responsible for curriculum development and implementation of each course. The course includes didactic lectures, student laboratory training, and consecutive clinical experiences. During the clinical rotation, the student/faculty ratio is two to one or less, and the faculty member is responsible for the evaluation of the student's progress.

Philosophy

The medical technologist/clinical laboratory scientist 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 client 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.

Academic Calendar for the Medical Technology Program

	2009-2010	**2010-2011**
New Student Orientation	Aug 17-18	Aug 16-17
Program Orientation	Aug 20-21	Aug 18-20
Classes Begins	Aug 24	Aug 23
Holiday – College Closed	Sep 7	Sep 6
Holiday – College Closed	Jan 1	Jan 1
Classes Resume	Jan 4	Jan 3
New Student Orientation	Jan 4-8	Jan 3-7
Holiday – No Classes	Jan 18	Jan 17
Holiday – College Closed	Apr 2	Apr 22
Holiday – No Classes	May 31	May 30
Holiday – College Closed	Jul 5	Jul 4
Final Exams	Aug 2	Aug 1-2
Certificate Presentation and Awards ceremony	Aug 4	Aug 3

Professional Membership

Medical Technology Program students are required to join a professional organization such as the American Society of Clinical Pathologists or the American Society of Clinical Laboratory Sciences. Through participation, students may attend conventions, network with other clinical laboratory scientists, and attend student forums.

Weekly Schedule

The student spends five days per week in the student or clinical laboratory, lecture, or other assigned areas. Additional lectures are given to all students by professionals such as pathologists, physicians, laboratory managers, directors, or other designated personnel. Class hours are generally Monday–Friday, 7 a.m. through 3:30 p.m., unless the student is assigned additional hours for a learning experience. Faculty may require the student to remain after scheduled laboratory hours in order to complete an assignment.

Attendance

Students are required to attend lectures, student labs and clinical assignments. The student, in conjunction with the instructor and the program director, will keep an official time and attendance record. Each student is allowed 40 hours of absent time. If the 40 hours are not used for illness, the student may take some of these hours for job interviews, medical appointments or personal business with the prior approval of the instructor and the program director. When unscheduled sick time is taken, the clinical instructor must be notified before 7 a.m. The program director will periodically review all time and attendance records. When the student has fewer than eight (8) hours remaining, he or she will be advised to make up time to avoid being deficient at the end of the year. This may be considered an incomplete and the certificate withheld until time has been made up. When the student has used all of the allotted absent time, the instructor will assign the student extra time after school hours to complete extra assignments such as the following:

- A project, either lab- or non-lab related
- A paper of three pages or more on a specific subject (faculty choice)
- Extra time in the CCHS computer lab
- Additional skills in the clinical lab area
- Additional lab procedures (faculty approved) during non-school hours

If an unexcused absence occurs more than one time, the student may be dismissed from the program. All make-up work must be approved by the instructor and the program director. If possible, the time should be made up in the department where the absence(s) occurred.

Punctuality is very important. If a student is tardy more than six times, six hours will be subtracted from the allowed absent time. If tardiness continues, the student may be considered for dismissal. Habitual tardiness will be documented on any job reference the school writes for the student.

Grading Policy

Medical Technology uses the following numerical grade ranges for the final letter grade:

- A = 94 - 100
- B = 87 - 93
- C = 80 - 86
- D = 73 - 79
- F = below 73

All students must maintain an 80 or “C” average or above in each course. Any student who has an average below 80 after 50 percent of rotation will have an Action Plan/Plan for Success developed. If the student is unable to achieve a grade point average of 80 or above after completing the Action Plan/Plan for Success and the course, academic dismissal may occur. Progression issues will be heard by the APG Committee. The student may repeat only one course.

Affective evaluations are performed at the midpoint and at the conclusion of each course. The final affective evaluation constitutes 10 percent of the cumulative grade in each course. Any student who has a continual problem will be counseled. If the unacceptable attitude persists, the Program Director will make a recommendation to the Admission, Progression, and Graduation (APG) Committee for possible dismissal from the program.

Testing Guidelines

All examinations and tests are property of the program. 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, all test situations will be monitored. There will be no conversation during the testing period. The faculty will collect all remaining tests and answer sheets. No book bags or papers are allowed in the testing areas.

Certification

Graduates receive a certificate which is not contingent upon passing a certification exam. Upon receiving the CCHS certificate, the graduate is eligible to take the Board of Registry and the National Credentialing Agency certification exams. The program director will supply students with information for both of these examinations.

Master Curriculum Plan, Certificate in Medical Technology

		Credits
MDT 201	Clinical Chemistry	11
MDT 202	Hematology/Coagulation/Clinical Microscopy	11
MDT 203	Immunohematology	8
MDT 204	Immunology	3
MDT 205	Clinical Microbiology/Parasitology/ Mycobacteriology/Mycology/Virology	13
MDT 206	Special Studies:	2
	Laboratory Management	
	Education	
	Phlebotomy	
	Laboratory Information Systems	
	Research Design and Analysis	
Total		**48**
Certificate Requirements		
Medical Technolog Applied Courses		48
Total		**48**

SCHOOL OF NURSING

In support of the College mission, the nursing program of study prepares graduates to practice entry level nursing according to the core components of nursing practice as outlined by the National League for Nursing, in a variety of healthcare settings. The core components and competencies include: professional behaviors, communication, assessment, clinical decision making, caring interventions, teaching and learning, collaboration, and managing care. Additionally, the School of Nursing adheres to the core values adopted by Carolinas HealthCare System 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 needs that motivate responses to the environment. The person is responsible and accountable for his/her own actions which result from choices that have unique meaning to the person.

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 within a range of human 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 knowledge supported and communicated through research and informatics. Nursing draws support from the natural and social sciences, economics, and the arts and humanities to enhance clinical decision making to assist a diverse population in reaching optimal health and coping with the eventualities of life and death.

Caring represents a gift of self, based on sound knowledge in intuitive awareness of the client's needs. It is an interactive process, which is intangible, and finds expression through actions designated to promote the health and well being of clients. Caring represents a gift of self with physical, psychological, and spiritual dimensions.

Nursing practice is collaborative through communication with the client, other healthcare professionals, and society in the delivery of integrated healthcare to culturally diverse clients, groups, and families across the life span in a variety of settings. 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 practice within a professional code of ethics, nurse practice acts, and established standards of care and quality improvement processes. As members within the discipline, nurses advocate for clients and are accountable to themselves, the client, the community, and society as a whole.

Education is a continuous process through which learners develop knowledge, attitude, and skills resulting in cognitive, affective, and psychomotor changes. 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 builds upon previous knowledge with concurrent application and is goal directed. Faculty and students are equal partners in the educational process based on trust, support, caring and respect.

Nursing education is a lifelong process which draws upon theories of education, principles of learning, knowledge from the discipline of nursing, and other disciplines. It emphasizes active student participation, knowledge, comprehension, integration, and application of theoretical and clinical concepts. Nursing education promotes information literacy, self-direction, critical thinking, and accountability.

Problem solving and the decision making process that increases the probability of achieving a desired outcome is critical thinking. The complex evidence-based process is deliberate and encompasses rational thought, creative strategies, and the scientific method of inquiry. It is an acquired skill that evolves through knowledge, experience, and clinical practice. The ability to think critically is recognized as an inherent cognitive activity in the process of forming clinical judgment.

The Carolinas College of Health Sciences associate degree program prepares graduates for entry level nursing practice according to the role of the associate degree nurse. It prepares individuals to contribute to society and the profession of nursing while encouraging articulation into baccalaureate nursing programs.

The faculty accept 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 serve as educators, facilitators, mentors, consultants, role models, and colleagues to students as well as the community.

The faculty subscribe to the National League for Nursing's statement of educational core components and competencies of the associate degree nurse upon entry into practice. The core components and competencies include professional behaviors, communication, assessment, clinical decision making, caring interventions, teaching and learning, collaboration, and managing care. The associate degree graduate nurse is an integral member of the healthcare team who delegates to and supervises other appropriate health team members. The associate degree nurse functions as a competent, caring, registered nurse in a variety of healthcare settings with clients across the life span.

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:

- Professional Behaviors
- Communication
- Assessment
- Clinical Decision Making
- Caring Interventions
- Teaching/Learning
- Collaboration
- Managing Care

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 objectives. 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)
- CMC-University
- Behavioral Health Center CMC-Randolph
- Charlotte Institute for Rehabilitation (CIR)
- CMC-Mercy
- CMC-Myers Park
- CMC-Pineville
- Substance Abuse Center
- MEDIC - Mecklenburg EMS Agency

Clinical/Lab Attendance

Clinical/Lab experiences are provided each semester to allow students the opportunity to correlate theory with client care. Students are expected to attend all laboratory and clinical experiences in order to satisfactorily achieve clinical objectives. 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 level/course coordinator 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 client'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 client 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,
- accurately demonstrate how the skill is performed within a specified time frame, and
- while performing the skill, identify nursing responsibilities for the client.

All nursing students are required to successfully complete the computer competency prior to registering for intermediate level classes.

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 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 objectives. 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 consistently demonstrating the identified behaviors in all components of the objectives. 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. Additional specific requirements may be included in each course syllabus.

Test Administration

Students may be divided into groups using one or more rooms as necessary with faculty/staff present in each room. There will be no conversation during the testing period. Upon completion of the testing period the faculty will announce the testing time is over and collect all remaining tests and answer sheets.

Student Responsibilities

Students who are unable to take a test during the scheduled time period will contact the Course faculty at least one hour prior to the testing start time. Exceptions to this may be made on an individual basis at the discretion of the faculty. Students may be given alternative tests if they are unable to take the test at the designated time.

Students who are unable to take a test during the scheduled time period but do not call prior to the testing start time must meet with the Course faculty as soon as possible to discuss the reason for this occurrence. Disposition of the issue will be at the discretion of the faculty. Students who are tardy for a test must complete the test within the remaining time allotted for the test.

Post Test Analysis

The course faculty 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. Following the test review, 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. In order to progress to the next level, students must meet the required score, designated in the course syllabus, for each test. Students who are unsuccessful on the tests will be given a remediation plan and may retake the test until the required score is met. Additional fees may apply. Intermediate nursing students must meet the required score by completion of their next intermediate level course or they will be ineligible to progress through the remainder of the program until the required score is achieved. Students who have met all the graduation requirements with the exception of passing the CAP test for NUR 202 will be allowed to walk in the graduation processional but will not receive a diploma. In this case, the graduation date will be the date the student attains the designated score on this CAP test.

Nursing Progression

Students who are unsuccessful in a nursing course may repeat the course or progress to the next course based on 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 corequisite course may not progress in the nursing curriculum until that course is successfully repeated, but may remain enrolled as a Pre-Nursing 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 corequisite class may automatically progress to the next course depending upon placement, space availability, and course offerings. Nursing students who are unsuccessful in a general education course may not progress if the course is a prerequisite for a course in the subsequent semester. General education courses are expected to be taken as prescribed in the nursing master curriculum plan with BIO 102 being a prerequisite to the third Intermediate Nursing course in sequence. All students must attend a professional organization meeting and complete the verification of specified clinical skills as listed in the syllabus in order to progress in to 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 student must complete an "Intent to Progress" form and file it with the level coordinator. Students who complete an "Intent to Progress" 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 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.
- Students who have an outstanding financial obligation to the College will not be allowed to progress.

Nurse Aide II Certification

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

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.

Master Curriculum Plan, Associate of Applied Science in Nursing

First Semester, Beginning Level		Credits
NUR 101	Nursing Fundamentals	8
NUR 100	Nursing Medical Terminology	1
BIO 101	*Human Anatomy & Physiology I*	4
MAT 101	*College Math*	3
Total First Semester		**16**
Second Semester, Intermediate Level		
NUR 151	Intermediate Nursing Course	4
NUR 152	Intermediate Nursing Course	4
BIO 102	*Human Anatomy & Physiology II*	4
PSY 102	*Human Growth & Development*	3
Total Second Semester		**15**
Third Semester, Intermediate Level		
NUR 153	Intermediate Nursing Course	4
BIO 200	*Microbiology*	4
PSY 101	*General Psychology*	3
Total Third Semester		**11**
Fourth Semester, Intermediate Level		
NUR 154	Intermediate Nursing Course	4
NUR 155	Intermediate Nursing Course	4
SOC 101	*Introduction to Sociology*	3
ENG 101	*English Composition*	3
Total Fourth Semester		**14**
Fifth Semester, Advanced Level		
NUR 202	Advanced Nursing	9
	200-Level Humanities Course	3
	Elective	3
Total Fifth Semester		**15**

Degree Requirements

Nursing Applied Courses	38
General Education Courses (identified in italics above)	30
Elective	3
Total	**71**

* Sequence of classes may vary.

LPN to ADN Option

Students with a current, unencumbered LPN license are awarded 9 credits toward graduation requirements representing NUR 100 and NUR 101. Students must have completed MAT 101 and BIO 101 prior to starting the 1st semester.

SCHOOL OF MEDICAL IMAGING

Computed Tomography

Thsi one-semester certificate progra prepares graduates for a career in Computed Tomography (CT) Technologists are highly skilled professionals who use specialized computerized radiographic equipment to produce cross sectional images that aid radiologists in diagnosing diseases and disorders. CT Technologists must be knowledgeable of anatomy, patient care, communication skills, physics, equipment operation, procedure protocols, and patient safety. CT scans of internal organs, bone, soft tissue and blood vessels provide greater clarity and reveal more details than regular x-ray exams.

Philosophy

The Computed Tomography 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 that assist students in achieving their professional goals. We believe that the professional education of the student in radiologic science specialties is dynamic and evolving, impacted by current and future trends in the environment, healthcare system and the economy. 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 continue to develop as professionals in the field of radiologic sciences.

Clinical Attendance

Clinical experiences are provided during the program to allow students the opportunity to correlate theory with the actual performance of Computed Tomography imaging procedures. Students are expected to attend all scheduled assignments and are required to attend a minimum number of hours of clinical during the semester as specified in the syllabi. Attendance of less than the specified minimum will result in the student being withdrawn from the course and receiving a grade of "WF" or a grade of "F" if withdrawal occurs within the last 25% of the course. The program director and course faculty member may make exceptions in extreme circumstances.

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

Clinical Assignments and Clinical Preparation

Specific assignments to clinical areas and sites are made to provide the student a variety of experiences in a variety of settings. Students receive a clinical notebook at the beginning of the course with specific guidelines outlining the clinical requirements and objectives for the course. 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 ensures 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.

Competency Evaluation and 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. These competency of skills requirements are identified in the clinical notebook. The clinical experience requirements for successful completion of the CT program consist of 54 procedures in 9 different categories.

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 rating in the clinical component.

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 may add additional comments.

Radiation Safety

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

Student Pregnancy Policy

If notice of voluntary disclosure of a potential pregnancy is presented by a student to the program director, the Director will immediately arrange a counseling session with the Carolinas HealthCare System radiation safety officer for:

- discussion of the Nuclear Regulatory Commission's (NCR'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 is required to verify that the information above has been provided, that she has been given the opportunity to ask questions and provide input into the counseling session, and that he or she understands that the level of risk associated with her clinical education. Following the counseling session with the Carolinas HealthCare System 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 = 95 - 100
- B = 88 - 94
- C = 80 - 87
- D = 70 - 79
- F = below 70

Testing Guidelines

All tests and examinations are the property of the Program. Students are allowed to use tests (excluding final comprehensive exams) for reviews at times and places designated by the faculty. All test situations will be monitored to provide test security and enhance the testing environment. Conversation is not allowed during the testing period. All exams will be timed according to the number of questions on each exam. Number 2 pencils must be used if Opscan answer forms are used. Calculators may be used for computations. Additional specific requirements may be included in each course syllabus. Grades will be posted by student identification number following each test or exam. Faculty will be available for individual test reviews.

Certification

Students earning the certificate in Computed Tomography are eligible to take the certification examination administered by the American Registry of Radiologic Technologists (ARRT).

Master Curriculum Plan, Certificate in Computed Tomography

		Credits
CAT 201	Introduction to CT and CT Physics	3
CAT 202	Cross Sectional Anatomy and Pathophysiology	4
CAT 203	CT Procedures and Protocols	3
CAT 204	CT Clinical Applications	2
Total		**12**

Certificate Requirements	
Computed Tomography Applied Courses	12
Total	**12**

SCHOOL OF MEDICAL IMAGING

Radiation Therapy

The Radiation Therapy Program is a one-year diploma program that prepares graduates for careers as radiation therapy technologists. 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 Carolinas HealthCare System 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. The program's faculty is committed to each student's success. To this end, we accept the responsibility for guiding and directing the student and creating an environment conducive to learning. The program's faculty 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. We believe that excuses do not free the student from responsibility. To that end, the Radiation Therapy Program adheres to a personal responsibility and no excuses policy. 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.

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 will be 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 will be 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:

- Carolinas Medical Center (CMC-Main)
- CMC-Northeast
- CMC-Pineville
- Rock Hill Radiation Therapy Center
- Gaston Memorial Hospital

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 and specific clinical assignment are made to provide the student a variety of experiences in a variety of settings. 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 director, 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.

If the student is having difficulty or has an unsatisfactory clinical rating at any time, the Program Director 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 clinical rating. Satisfactory is defined as consistently demonstrating the identified behaviors in all components of the objectives. Clinical evaluation tools will be signed by the student, clinical staff or clinical supervisor and Program Director. Signature of the student indicates that he/she has seen the results; it does not necessarily indicate agreement. The student has the option of writing additional comments.

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 Director, a counseling session will be immediately arranged with the Carolinas HealthCare System radiation safety officer for:

- discussion of the Nuclear Regulatory Commission's (NCR'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 Carolinas HealthCare System 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.

Class Attendance and Punctuality:

Attendance is required for all scheduled class meetings, except in the case of illness or emergency. Attendance and punctuality will be recorded at the beginning of class. Absences and tardiness will affect the student's final course grade. If circumstances arise that prevent the student from attending class, it is the student's responsibility to get the notes from a classmate and to contact the course faculty to collect any materials or information that may have been distributed or conveyed during class. Specific attendance and punctuality policies are specified in course syllabi.

Class Expectations:

Classes will begin promptly and proceed at a steady pace. Students are expected to arrive to class on time and adequately prepared. This includes bringing the required text, notes, calculator and any online posted lecture materials. Students should complete all assignments prior to class. Students are encouraged to ask questions during class in an orderly manner.

Success Strategies:

Academic success can be directly linked to the student's involvement in the learning process. Students are responsible for their learning and should ask the course faculty for additional help immediately, if needed. Students are encouraged to answer questions at the end of each chapter of the text, if applicable. Reread lecture notes from the previous lecture before coming to class. Study at least one hour for every hour spent in class. Study daily in planned sessions as opposed to cramming at the last minute. Rewriting lecture notes is an effective method of study. Create flashcards or maintain a self-study guide which covers key concepts and definitions of key terms. Form a study group with classmates and quiz each other.

Class Evaluation Tools:

Class evaluation tools may include worksheets, online discussions, submission of assignments, oral/written presentations, research projects, quizzes, tests and exams. Additional specific requirements may be included in each course syllabus.

Grading Policy

Unless otherwise specified in a course syllabus, the conversion of numeric to letter grades will be as follows:
A = 94.0 - 100.0
B = 87.0 - 93.9
C = 80.0 – 86.9
D = 73.0 – 79.9
F = 72.9 or Below
The final course grade will 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.

Testing Guidelines

All graded course material is the property of the Radiation Therapy Program. Students are allowed to use graded course material (excluding Final Comprehensive Exams) for reviews at times and places designated by the course faculty.

Quiz/Test/Exam Administration

All test situations are monitored to provide test security and enhance the testing environment. Conversation is not allowed during the testing period. All tests are timed according to the number of questions on each test. Students who are tardy for a test must complete the test within the remaining time allotted for the test. Upon completion of the testing period, the course faculty will announce that the testing time is over. If the test is administered in written format, the course faculty will collect all remaining tests and answer sheets. If the test is administered online, the test will automatically be terminated. Number 2 pencils must be used if Opscan answer forms are used. Program-specific calculators may be used for computations. Additional specific requirements may be included in each course syllabus.

Quiz/Test/Exam Make-Up Policy:

The decision to administer a make-up test is at the discretion of the course faculty. In order for a make-up test to be considered, students must notify the course faculty at least one hour prior to the testing start time. If granted, the make-up test will be administered on the first day the student returns to the program. If the day the student returns to the program is an assigned clinical day, the student must make arrangements to make up the test on campus at the end of that day's clinical schedule. If the student does not notify the course faculty at least one hour prior to missing a scheduled test or does not complete the make-up test on the first day the student returns to the program, no make-up test will be administered and a grade of zero will be recorded. Make up tests may be given orally, in written format, or online. The make-up test may differ from the original, however, the content will not vary.

Post Quiz/Test Analysis

The course faculty review the statistical analysis of individual test items as well as other significant issues prior to recording test grades. Decisions to exclude or keep a test item are at the discretion of the course faculty. Grades are available at the next scheduled class or posted online. Grades will not be given out over the phone or by email.

Quiz/Test Review

Test reviews are held to allow students the opportunity to review their performance and ask questions for clarification and to ensure learning. Following the test review, students have two business days to submit, in writing, any disputed questions. Course faculty are available for individual appointments. After final course grades are submitted to the registrar, there are further student review of graded course material.

Certification

Graduates are eligible to challenge the national certification examination in Radiation Therapy administered by the American Registry of Radiologic Technologists (ARRT).

Clinical Testing

Clinical testing information is specified in the RTT Program Guide and course syllabus.

Master Curriculum Plan, Diploma in Radiation Therapy

Fall Semester		Credits
RTT 210	Introduction to Radiation Therapy	3
RTT 215	Oncology Nursing and Patient Care	2
RTT 220	Clinical Oncology I	3
RTT 230	Radiation Therapy Physics I	3
RTT 240	Radiation Therapy Practicum I	4
MAT 151	*College Algebra*	3
Total		**18**

Spring Semester		
RTT 221	Clinical Oncology II	3
RTT 231	Radiation Therapy Physics II	3
RTT 241	Radiation Therapy Practicum II	4
RTT 250	Dosimetry and Treatment Planning I	1
RTT 260	Advanced Radiobiology	3
RTT 265	Sectional Anatomy and Special Imaging	3
Total		**17**

Summer Semester		
RTT 232	Radiation Therapy Physics III	3
RTT 242	Radiation Therapy Practicum III	3
RTT 251	Dosimetry and Treatment Planning II	1
RTT 270	Radiation Therapy Seminar	3
Total		**10**

Diploma Requirements	
Radiation Therapy Applied Courses	42
General Education Courses (identified in italics above)	3
Total	**45**

SCHOOL OF MEDICAL IMAGING

Radiologic Technology

The Radiologic Technology Program is a two-year associate degree program that prepares graduates foar 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 the 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 education. The general education 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 education 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.

Clinical Facilities

The following are the major clinical facilities for the program:

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

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. Attendance of less than the specified minimum will result in the student being withdrawn from the course and receiving a grade of "WF" or a grade of "F" if within the last 25% of the course. 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 at least one-half hour in advance of an absence. Leaving prior to the end of clinical schedule 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.

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 competency in all 36 mandatory radiological procedures and 15 of the 30 elective procedures. At least 28 of the 36 mandatory radiological procedures must be demonstrated on actual patients. Electives may be demonstrated on actual patients or as simulations. The student will perform competency evaluations/skills 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.

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 radiographer until the student has achieved competency. Direct supervision means that a qualified 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, and
- 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 radiographer immediately available to assist the student regardless of the level of student achievement.

(Note: "Immediately available" is interpreted as the presence of a qualified radiographer adjacent to the room or location where a radiographic procedure is being performed. This availability applies to all areas where ionizing radiation equipment is in use.)

Repeat Radiographs

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

Radiation Safety

Maximum radiation protection will be provided to each radiology student according to the clinical agency's Radiation Safety Policies.

Student Pregnancy Policy

If notice of voluntary disclosure of a potential pregnancy is presented to the program the director will immediately arrange a counseling session with the Carolinas HealthCare System radiation safety officer for:

- discussion of the Nuclear Regulatory Commission's (NCR'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 Carolinas HealthCare System 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 = 95 - 100
- B = 88 - 94
- C = 80 - 87
- D = 70 - 79
- F = below 70

Testing Guidelines

All tests and examinations are the property of the program. Students are allowed to use tests (excluding Final Comprehensive Exams) for reviews at times and places designated by the faculty. All test situations are monitored to provide test 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. Number 2 pencils must be used if Opscan answer forms are used. Calculators may be used for computations. Additional specific requirements may be included in each course syllabus. Grades are posted by student identification number following each test or 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).

Graduation Awards and Recognition

Graduation for Radiologic Technology is held at the end of spring semester as listed on the College calendar. All students receiving a degree are expected to attend the graduation exercise. The CCHS Spirit of Excellence Award for Radiologic Technology is awarded to recognize strengths in areas such as leadership, motivation, and perseverance. A Scholastic Achievement Award is given to recognize the student who has achieved the highest GPA in Radiologic Technology specific courses. The JRCERT Certificate of Excellence is awarded to recognize the student that has shown outstanding professionalism in achieving excellence in the radiologic sciences.

Master Curriculum Plan, Associate of Applied Science in Radiologic Technology

Fall Semester		**Credits**
RAD 110	Applied Radiography I	5
HEA 102	Medical Terminology	2
BIO 100	*Essentials of Human Anatomy & Physiology*	4
MAT 101	*College Math*	3
Total Fall Semester		**14**
Spring Semester		
RAD 111	Applied Radiography II	6
RAD 112	Radiation Physics	3
ENG 231	*Early American Literature*	3
Total Spring Semester		**12**
Summer Semester		
RAD 113	Applied Radiography III	6
RAD 114	Imaging I	3
Total Summer Semester		**9**

Fall Semester, Second Year

RAD 210	Applied Radiography IV	6
RAD 212	Imaging II	4
SPA 101	*Elementary Spanish*	3

Total Fall Semester, Second Year **13**

Spring Semester, Second Year

RAD 203	Radiation Protection	3
RAD 213	Applied Radiography V	4
PSY 101	*General Psychology*	3
GEN 100	*Contemporary Issues*	3

Total Spring Semester, Second Year **13**

Degree Requirements

Radiologic Technology Aplied Courses	40
General Education Courses (identified in italics above)	19
Special Topics Courses	2
Total	**61**

SCHOOL OF SURGICAL TECHNOLOGY

The Surgical Technology Program is a one-year diploma program that prepares graduates for careers as surgical technologists. In support of the mission of the College, the Surgical Technology Program prepares graduates to perform valuable functions in a variety of surgical settings, including hospitals (operating rooms, emergency rooms, labor and delivery areas), doctors' offices, clinics and surgery centers. Graduates are prepared to practice as entry level surgical technologists and to seek lifelong learning opportunities.

Philosophy

We, the faculty, believe that education is an active lifelong process based upon knowledge, comprehension, integration, and application of theoretical and clinical concepts. We promote intellectual inquiry, self direction, critical thinking, and accountability. We support principles of adult learning.

Association of Surgical Technologists

Surgical Technology students are encouraged to belong to their national professional organization. A membership fee is required.

Clinical Activities

Students are assigned to clinical rotations to provide a variety of experiences, to provide consistency, and to promote achievement of clinical objectives. Assignments may include occasional evening and weekend hours. Students are expected to arrive in the clinical area at the designated time. In order to be permitted to remain in the clinical area, the student must comply with the clinical dress code policy and infection control policy.

Clinical Facilities

The following are the major clinical facilities for the School of Surgical Technology:

- Carolinas Medical Center (CMC)
- Carolinas Medical Center - University
- Carolinas Medical Center - Mercy
- Carolinas Medical Center - Pineville

Clinical/Lab Attendance

Clinical/Lab experiences are provided each semester to allow students the opportunity to correlate theory with client care. Students are expected to attend a specified minimum number of hours in clinical/lab experiences each semester as specified in the syllabus. Attendance of less than the specified minimum will result in the student being withdrawn from the course and receiving a grade of "WF" or a grade of "F" if within the last 25% of the course. The director or faculty member may make exceptions only in extreme circumstances. Notification of clinical absences or tardiness is mandatory. The instructor or clinical area must be notified at least one hour in advance of an absence. Arriving late or leaving prior to the end of clinical schedule counts as absent time. Arriving late or leaving prior to the end of the clinical schedule without permission will be grounds for disciplinary action.

Clinical Assignments/Preparation

The clinical schedule/rotation will be posted for each course. Specific assignments are made to provide the student a variety of experiences in a variety of settings. Students are expected to prepare for clinical assignments by researching the surgical procedure using their text or approved web source. Students who are not properly prepared will not be permitted to remain in the clinical area. Students must periodically report to the instructor or his/her designee during clinicals.

Skills Competency Guidelines

In order for the student to be successful in performing skills in the clinical setting, demonstration of skills competency is required as identified in the syllabus. The following student behaviors are necessary to be considered competent in a skill:

- Clearly demonstrate an understanding of the principles and rationale for the skill.
- Competently demonstrate how the skill is performed within a specified time frame.

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 or in writing. The clinical evaluation tool serves as a means for documenting strengths, weaknesses and progress of the student in meeting the clinical 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 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 a course syllabus, the conversion of numeric to letter grades will be as follows:

- A = 93 - 100
- B = 85 - 92
- C = 77 - 84
- D = 70 - 76
- F = 69 & below

Testing Guidelines

In order to provide for test security and enhance the testing environment, the following guidelines are used by Surgical Technology faculty.

Test Administration: All testing situations will be monitored. There will be no conversation during the testing period. Upon completion of the testing period, the faculty will collect all remaining tests and answer sheets.

Student Responsibilities: If Scantron testing is utilized, a number two pencil must be used.

Calculators are allowed for computations in some courses. Students who will be unable to take a test during the scheduled period will contact the program director or responsible faculty at least one hour prior to the testing period. Exceptions will be at the discretion of the program director on an individual basis. Students who do not notify the program director or responsible faculty prior to the tests and/or do not come for an examination will meet with the program director as soon as possible to discuss the reasons for this occurrence. The disposition of this issue will be at the discretion of the program director and involved faculty members. Students reporting late will not be given extra time. After two incidences of tardiness, the program director will counsel the student. Individual course syllabi may include additional guidelines.

Post-Test Analysis: The course faculty 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. If a question is excluded from the test, the grades will be recalculated based on the number of remaining questions. Grades are posted by student identification number.

Test Review: Test reviews will be held after all students have taken the test. Following the test review, faculty are also available for individual test reviews.

Graduation, Awards, and Recognition

Graduation is held at the end of the spring semester as listed on the College calendar. All students receiving a diploma are expected to attend the graduation exercises. In addition to awards given by the College, the Perioperative Award is given to the student who excels in the clinical area, based on faculty and preceptor ratings. The student with the highest overall GPA in program-specific courses will be recognized with the Scholastic Achievement Award.

Certification

Students successfully completing the Surgical Technology Program are eligible to take the Certifying Examination for the Surgical Technologist through the National Board of Surgical Technology and Surgical Assisting. Graduates who successfully complete the electronic examination are recognized as Certified Surgical Technologists. Fees for taking the national examination are established yearly.

Master Curriculum Plan, Diploma in Surgical Technology

First Semester		**Credits**
SUR 101	Fundamentals of Surgical Care	8
HEA 102	Medical Terminology	2
Total First Semester		**10**
Second Semester		
SUR 102	Care Concepts for Surgical Procedures I	11
BIO 100	*Essentials of Human Anatomy & Physiology*	4
Total Second Semester		**15**
Third Semester		
SUR 103	Care Concepts for Surgical Procedures II	11
BIO 200	*Microbiology*	4
Total Third Semester		**15**

Diploma Requirements

Surgical Technology Applied Courses	30
General Education Courses (indicated in italics above)	8
Special Topics Courses	2
Total	**40**

CONTINUING EDUCATION

The Continuing Education Department provides innovative non-credit training solutions for healcare professionals. Programs and courses are offered with clinically relevant skills and practical applications to enhance the care of patients. Participantscan gain hands-on experience and receive continuing education credits to help maintain certifications and licensure.

HEALTHCARE TRANSPORTER CERTIFICATION PROGRAM

This 56-hour, non-credit course culminates in the students' eligibility for certification by the National Association of Healthcare Transport Management. This training is open to current guest services employees of Carolinas Medical Center who have been approved for advanced patient transport training. Students in this non-credit program take CON 021.

Grading

Numerical range for this program will be:

- 77-100 = P
- 76 & below = F

COMMUNITY TRAINING CENTER

The Community Training Center (CTC) offers American Heart Association (AHA)-approved basic and advanced life support training. The CTC utilizes instructors from a wide variety of disciplines.

Courses Available

Classes vary in length from a few hours to several days and are non-credit earning. Fees vary depending on the class and are non-refundable. Advanced registration is required. Courses are held at the Rankin Education Center or at a sponsoring facility.

Courses Available Through the CTC (see page 69 for course numbers):

- Basic Life Support for HealthCare Providers (BCLS)
- Advanced Cardiac Life Support (ACLS)
- Pediatric Advanced Life Support (PALS)
- BCLS, ACLS, and PALS Instructor Courses
- ECG for ACLS: Determining Lethal Cardiac Rhythms

INFUSION THERAPY (IV THERAPY)

This non-credit, IV Refresher/Orientation workshop is offered four times a year for RNs and LPNs in response to the growing demand for an introduction to intravenous therapy skills and/or a "refresher." This course offers 3.5 hours of continuing education credit. Students in this non-credit course take CON 020.

INTRODUCTION TO HEALTHCARE

Introduction to Healthcare is a prerequisite for entry into the Radiologic Technology Program. This 20-hour course includes classroom and lab experiences. The student is introduced to the role of the Radiologic Technologist in the healthcare setting and the basic concepts of patient care and communication. Students in this non-credit program take CON 001.

NURSE AIDE I

This 130-hour, non-credit course culminates in eligibility to sit for testing to be listed as a Nurse Aide I in North Carolina. This training is open to the public (high school graduation or concurrent enrollment as a high school senior, or demonstration of the ability to be successful in the program, is required) and is separate from the College's nursing program. Students in this non-credit program take CON 002.

NURSE AIDE I (con't)
The course of instruction provides the theoretical and practical knowledge and training required for graduates to be competent practitioners as nurse aides. CPR certification is a component of the curriculum for this course. Clinical experiences are provided in the nursing home and rehabilitative setting. Didactic instruction occurs at the College in classrooms and in simulated labs.

The Nurse Aide I curriculum meets or exceeds the standards of the Division of Health Service Regulation (DHSR) for listing on the Nurse Aide Registry.

Attendance
Class and clinical attendance is expected. Any student who misses more than ten (10) hours of classroom and/or clinical experience will be dismissed from the program and may be eligible for entry into the next available class at the discretion of the program coordinator. It is the student's responsibility to contact the instructor and arrange make-up material and experiences as soon as the student returns to the facility.

Absences that occur during the initial 16 hours of instruction in the five critical areas (communication, infection control, safety, promoting patients' independence, respecting patients' rights) will be made up prior to patient contact. Successful completion of the program is dependent upon the student's completing the required hours of instruction. Students absent on a day of the final written exam will be permitted to take a different exam at a time arranged by the program coordinator.

Students who fail to have their immunization records and drug screening compliant with the school policy prior to clinical will not be permitted to attend clinical or theory until complete. If this causes the student to exceed the ten (10) hours of absence, the student will be withdrawn from the program and may re-enter the class at the discretion of the Program Coordinator.

Grading
Numerical range for program grades:
- 77-100 = P
- 76 & below = F

NURSE AIDE II
This 176-hour, non-credit course culminates in eligibility to be listed as a Nurse Aide II by the North Carolina Board of Nursing. This training is open to persons currently on the Nurse Aide I Registry in North Carolina. The course provides theoretical and practical knowledge and training required for graduates to be competent Nurse Aide II practitioners. Clinical experiences are provided in the acute care setting. Classes and labs are held at the college. Students in this non-credit program take CON 003.

The Nurse Aide II curriculum meets or exceeds the standards for listing on the North Carolina Nurse Aide II registry. This program provides additional skills to the Nurse Aide I including setting up and monitoring oxygen therapy, suctioning, tracheotomy care, sterile dressing changes, insertion of urinary catheters and other patient care skills.

Grading
Numerical range for program grades:
- 77-100 = P
- 76 & below = F

PHLEBOTOMY

This 200-hour, non-credit course culminates in eligibility to sit for a national certification examination. Phlebotomy is a 10-week course, 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 non-credit program take CON 010.

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 Carolinas HealthCare System.

Attendance

Time missed must be made up within the designated duration and hours of the course. If a significant number of hours are missed (more than 12), the student may be terminated from the program at the discretion of the program director. 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 3 tardies can result in dismissal from the program.

Grading

The numerical range for course grades:

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

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.

Testing Guidelines

The final course grade is based on the didactic grade and a "Satisfactory" in the clinical rotation. 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.

In order to provide for test security and enhance the testing environment, the following guidelines will be used by the phlebotomy faculty.

Test Administration: All testing situations will be monitored. There will be no conversation during the testing period. Upon completion of the testing period, the faculty will collect all remaining tests and answer sheets. Tests belong to the College.

Student Responsibilities: Students who will be unable to take a test during the scheduled period will contact the Program Coordinator or responsible faculty at least one hour prior to the testing period. Exceptions will be made at the discretion of the Program Coordinator on an individual basis.

Post Test Analysis: The Program Coordinator reviews 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 the discretion of the course faculty. If a question is excluded from the test, the grades will be recalculated based on the number of remaining questions.

Test Review: Test review will be held after all students have taken the test. Following the test review, the Program Coordinator is also available for individual test reviews.

Test Make-up Policy: Make-up tests will be given at the discretion of the instructor.

BASIC PHLEBOTOMY SKILLS FOR HEALTH CARE PROFESSIONALS
This non-credit, continuing education 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 recieve a competency checklist as well a personal skills assessment. This class is available several times per year requested by departments within the Carolinas HealthCare System. This course ofers 4 to 6 hours of continuing education credits. Students in this course take CON 011.

Additional Continuing Education courses are listed below with descriptions in the Course Descriptions section of the catalog/student handbook.

CONTINUING EDUCATION COURSES
Additional Continuing Education courses are listed below with descriptions in the Course Descriptions section of the catalog/student handbook.

Professional Skills Courses

CON 001	Introduction to Health Care
CON 002	Nurse Aide I
CON 003	Nurse Aide II
CON 004	Nurse Aide Refresher
CON 005	Nurse Aide Mock Testing
CON 010	Phlebotomy
CON 011	Basic Phlebotomy Skills for Health Care Professionals
CON 012	Phlebotomy Skills Update
CON 020	Infusion Therapy
CON 021	Health Care Transport
CON 022	Sterile Processing
CON 024	The Nurse's Role in Diabetes Self-Management

Integrative Medicine Courses

CON 040	Introduction to Integrative Medicine
CON 041	Introduction to Healing Touch
CON 042	Healing Touch Level I
CON 043	Healing Touch Level II

Life Support Courses

CON 060	Basic Life Support for the Health Care Provider (BCLS)
CON 061	BCLS Renewal
CON 062	Advanced Cardiac Life Support (ACLS-P)
CON 063	Advanced Cardiac Life Support Renewal
CON 064	Pediatric Advanced Life Support (PALS-P)
CON 065	Pediatric Advanced Life Support Renewal
CON 066	Electrocardiogram (ECG) for ACLS
CON 066	BCLS Instructor
CON 067	ACLS Instructor
CON 068	PALS Instructor

COURSE DESCRIPTIONS

BIO 100: Essentials of Anatomy and Physiology
Credits: 4 (3 Class, 1 Lab) An abbreviated 1-semester course for non-nursing majors. All major body systems as well as cell structure and tissues are covered. Body systems include: skeletal, integumentary, muscular, nervous, endocrine, cardiovascular, immune, respiratory, digestive, urinary, and reproductive. Prerequisite: One unit high school biology. This general education class fulfills a natural sciences/mathematics requirement for students enrolled in a degree program.

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. Prerequisite: One unit of high school biology. This general education class fulfills a natural sciences/mathematics requirement for students enrolled in a degree program

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. Prerequisite: BIO 101 *Required prerequisite for third Intermediate Nursing course. This general education class fulfills a natural sciences/mathematics requirement for students enrolled in a degree program

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. Prerequisite: One unit of high school biology. This general education class fulfills a natural sciences/mathematics requirement for students enrolled in a degree program

BIO 202: Introduction to Pharmacology
Credits: 3 (3 Class) Pharmacology will focus on the classifications, psychological actions, adverse effects and responses to pharmacological interventions. Pre-requisite: One unit of anatomy and physiology at the high school or college level.

CAT 201: Introduction to CT and CT Physics
Credits: 3 (3 Class) This didactic course provides a general overview of the Computed Tomography environment, including instrumentation and physics. Focus will be placed on system operations and components, image processing and display, image quality, and artifacts in Computed Tomography. Specific emphasis will be on terminology, data acquisition components, tissue attenuation conversions, image manipulation, and factors controlling image resolution. Prerequisite: Registry-listed Radiologic Technologist. Co-requisites: CAT 202, CAT 203, CAT 204

CAT 202: Cross Sectional Anatomy and Pathophysiology
Credits: 4 (4 Class) This didactic course provides the knowledge to identify anatomy in a cross sectional image. The technologist will be able to relate these views to both normal and abnormal structure, function, and processes demonstrated. Comparison will be made to common planar anatomy to aid in demonstration. Related pathology will be included. Prerequisite: Registry-listed Radiologic Technologist Co-requisites: CAT 201, CAT 203, CAT 204

CAT 203: CT Procedures and Protocols
Credits: 3 (3 Class) This didactic course will correlate Computed Tomography technology with day-to-day tasks encountered in the CT department. Image production will be discussed in detail, with emphasis on image manipulation for various protocols. Quality management, radiation protection, pharmacology, patient care, and procedure protocols will be discussed to provide the student with a firm knowledge base of all aspects of the CT environment. Prerequisite: Registry-listed Radiologic Technologist Co-requisites: CAT 201, CAT 202, CAT 204

CAT 204: Computed Tomography Clinical Applications
Credits: 2 (2 Practicum) This application-based class provides the opportunity to apply knowledge gained from classroom instruction to the Computed Tomography clinical setting. Emphasis is placed on patient care and positioning, scanning procedures, and image production in Computed Tomography. Upon successful completion, students will be able to assume a variety of duties and responsibilities within the Computed Tomography clinical environment and will meet the necessary requirements to apply to take the ARRT Computed Tomography registry examination. Prerequisite: Registry-listed Radiologic Technologist Co-requisites: CAT 201, CAT 202, CAT 203

CON 001: Introduction to Healthcare
This non-credit course includes classroom and lab experiences which introduce the radiology student to the roles of various members of the healthcare team and the basic concepts of client care and communication. Successful completion of this class is required of students entering the Radiologic Technology Program.

CON 002: Nurse Aide I
This non-credit course is a didactic and clinical course designed to provide the student with the knowledge and skills needed to provide basic nursing care in a structured healthcare setting under the supervision of a registered nurse.

CON 003: Nurse Aide II
This non-credit course is a didactic and clinical course designed to provide the Certified Nurse Aide I with the specific nursing skill set as outlined by the North Carolina Board of Nursing essential for entry level functioning as NA II under the direction and supervision of a registered nurse. Prerequisite: CON 002 or equivalent

CON 004: Nurse Aide Refresher
This non-credit course is for certified nursing assistants wanting a refresher course on basic skills and changes in the program or nurse aides who need to be recertified or certified for the first time who have completed a state approved nurse aide program that meets DHSR requirements.

CON 005: Nurse Aide Mock Testing
This one day non-credit course prepares students who would like to practice taking a mock written and skills portion of the exam prior to taking the state exam for nurse aide certification. The student must have completed a state approved nurse aide program that meets DHSR requirements.

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 adds this much needed skill to your toolkit! This course is designed with the practicing health care practitioner in mind. Participants will learn and practice basic venipuncture techniques using the evacuated tube system, the syringe system and the winged-infusion set (butterfly), the proper order of draw, test tubes and additives and more.

CON 012: Phlebotomy Skills Update
This non-credit course is designed as phlebotomy information update for health care professionals with experience in venipuncture. Participants will review the newest Clinical and Laboratory Standards Institute guidelines and have an opportunity to network with other practicing healthcare professionals.

CON 020: Infusion Therapy
This non-credit course is offered to RNs and LPNs in response to the growing demand for an introduction to Intravenous Therapy skills and/or as a "refresher". Participants will review and practice this important set of skills.

CON 021: Health Care Transport
This non-credit course provides the knowledge, skills and core competencies necessary for advanced patient transport including workplace ethics, self-esteem, decision making, conflict management, customer service, CPR certification, and an understanding of respiratory skills. The successful completer of this course is eligible for certification through the National Association of Healthcare Transport Management.

CON 022: Sterile Processing
This non-credit course provides basic knowledge and skills training for the Sterile Processing technician, as well as information on new equipment, new technology, better communication techniques, and pride in work. Those completing this program are eligible to take the national certification examination. This course is offered on an as-needed basis.

CON 024: The Nurse's Role in Diabetes Self-Management
Designed for nurses, this non-credit course offers nurses the cognitive and professional skills to enhance the care and education of the adult patient with diabetes. Topics include an overview of medications, exercise and medical nutrition therapy, treatment goals, acute complications, and discharge planning.

CON 040: Introduction to Integrative Medicine
This non-credit course will offer a brief overview of a variety of complementary/alternative therapies used in integrative medicine in healthcare today. The course covers a brief history of the several integrative modalities as well as beneficial effects, practical applications of each and resources to finding these treatments. Most of the sessions will have an experiential component so you can see the benefits for yourself. Includes massage therapy, homeopathy, chiropractic, energy medicine, spiritual healing practices and many more. This course also offered for academic credit as HEA 107.

CON 041: Introduction to Healing Touch
This non-credit course introduces students to healing touch, a gentle complementary energy-based approach to health and healing. The goal is to restore harmony and balance to the human energy system through a heart-centered caring relationship and the use of contact/non-contact touch. This can greatly assist the body in its natural ability to heal. Open to any healthcare practitioner who wishes to learn more about Healing Touch techniques to enhance practice and patient care including nurses, physicians, chiropractors, physical therapists, massage and bodywork therapists and others with an interest in energy medicine.

CON 042: Healing Touch Level I
This non-credit course is a nursing-based continuing education course for registered nurses, physicians, body therapists, counselors, psycho-therapists, other health professionals, and any individuals desiring an in-depth understanding and practice of healing work using energy based concepts. This is the first course in a series toward a certificate of completion in Healing Touch (HT) which incorporates a variety of basic to advanced healing modalities.

CON 043: Healing Touch Level II
This non-credit course is for students who wish to increase breadth and depth in the study of Healing Touch. The second level of study in Healing Touch includes an intake interview, back techniques and a one-hour healing sequence. Emphasis in the experiential learning is on developing healing sequences for specific client needs. Prerequisite: CON 042

CON 060: Basic Life Support for the Health Care Provider (BCLS)
This non-credit course is designed for professional rescuers or students who are required to have professional rescuer certification prior to entrance into a healthcare program of study. The course provides information on adult and pediatric CPR, two-rescuer scenarios, use of the bag-valve mask, foreign-body airway obstruction (conscious and unconscious), automated external defibrillation, special resuscitation situations, and other cardiopulmonary emergencies.

CON 061: BCLS Renewal
This non-credit course is for the renewal of the Basic Cardiovascular Life Support certification. Prerequisite: CON 060 or equivalent

CON 062: Advanced Cardiac Life Support (ACLS-P)
The 2-day non-credit course covers resuscitation of cardiac arrest, MI, and CVA patients, including medications, electrical therapy, and airway management. Prerequisite: CON 060 or equivalent

CON 063: Advanced Cardiac Life Support Renewal
This non-credit course is for renewal of the ACLS-P. Prerequisite: CON 060 and CON 062, or equivalent

CON 064: Pediatric Advanced Life Support (PALS-P)
This 2-day non-credit course covers pre-resuscitation, resuscitation and post-resuscitation procedures. Included are basic life support, airway and ventilation, vascular access, fluid therapy and medications, cardiac rhythm disturbances, trauma resuscitation and more.

CON 065: Pediatric Advanced Life Support Renewal
This non-credit course is for renewal of the PALS-P. Prerequisite: CON 060 and CON 064, or equivalent

CON 066: Electrocardiogram (ECG) for ACLS
This non-credit course is recommended prior to the ACLS provider course for those who need additional assistance determining lethal cardiac rhythms. This course does not take the place of CON 062.

CON 067: BCLS Instructor
This non-credit course prepares participants to teach both BCLS Provider and Renewal courses as well as HeartSaver courses. Required skills check for BLS Instructor Courses prior to class. Instructor and Provider materials included. Prerequisite: CON 060 or equivalent

CON 068: ACLS Instructor
This non-credit course prepares participants to teach both ACLS Provider and Renewal courses. Required skills check for BLS Instructor Courses. Instructor and Provider materials included. Prerequisite: CON 062 or equivalent

CON 069: PALS Instructor
This non-credit course prepares participants to teach both PALS Provider and Renewal courses. Required skills check for BLS Instructor Courses. Instructor and Provider materials included. Prerequisite: CON 064 or equivalent

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.

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 education class fulfills a humanities/fine arts requirement for students enrolled in a degree program.

GEN 100: Contemporary Issues
Credits: 3 (3 Class) This course is a forum for discussion of some of the most compelling issues in contemporary life that will introduce students to sound ethical reasoning and decision-making. The basic tenets of moral reasoning and critical thinking will guide students as they discuss euthanasia, debate abortion, seek to understand controversial issues like human cloning and stem cell research, and approach challenging issues relating to war, terrorism, social justice, global health disparities, cultural humility and more. This general education class fulfills an elective requirement for students enrolled in a degree program.

GEN 101: Experiential Leadership
Credits: 2/3 (2/3 Class) This course is designed to provide students with an intensive exploration of leadership and the skills necessary to be an effective leader. Through an interactive learning experience, students will develop basic leadership skills focused on self awareness, effective communication, community building, diversity, and personal wellness. Topics of critical thinking, personal growth, and interpersonal relationships are explored within the context of leadership development. Students will be encouraged to put personal leadership discoveries into practice. This general education class fulfills an elective requirement for students enrolled in a degree program.

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 education class fulfills an elective requirement for students enrolled in a degree program.

HEA 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.

HEA 107: Introduction to Integrative Medicine
Credits: 1 (1 Class) This course will offer a brief overview of a variety of complementary/alternative therapies used in integrative medicine in healthcare today. The course covers a brief history of the modalities as well as beneficial effects, practical applications for you and your patients and resources to finding these treatments. Most of the sessions will have an experiential component so you can see the benefits for yourself. Includes massage therapy, homeopathy, chiropractic, energy medicine and many more. This course also offered for continuing education units as CON 040.

IDS 101: College Student Success
Credits: 1 (1 Class) College Student Success is a special topics course 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, use of College resources, and personal issues that face many college students. 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 education class fulfills a natural sciences/mathematics requirement for students enrolled in a degree program.

MAT 151: College Algebra
Credits: 3 (3 Class) This course focuses on the skills required to manipulate, display, and interpret mathematical functions and formulas used in problem solving. Topics include but are not limited to simplification, evaluation, and solving of polynomial, rational, exponential and logarithmic functions; right triangle trigonometry; systems of equations; and graphing and data analysis/modeling. Prerequisite: High school algebra. proportions; scientific notation; and unit conversion. This general education 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. Prerequisite: MAT 101 or equivalent

MDT 201: Clinical Chemistry
Credits: 11 (5 Class, 6 Clinical) This course involves the biochemical analysis of blood, urine, spinal fluid and other body fluids through the use of modern instrumentation. Emphasis is placed on the clinical significance of such analytes as electrolytes, enzymes, lipids and carbohydrates. Drug identification and endocrinology studies are included. Quality control and quality assurance are reinforced throughout the clinical laboratory rotation. Pre-analytical, analytical, and post analytical components are discussed and evaluated throughout the course to enhance critical thinking skills. Students will be exposed to procedures in the Andrology laboratory, Kidney Dialysis Unit, Heart Catheterization Lab, Respiratory Therapy and in the operating room.

MDT 202: Hematology/Coagulation/Clinical Microscopy
Credits: 11 (7 Class, 4 Clinical) This course encompasses routine blood counts and differentials, urinalysis and body fluid counts as well as coagulation profiles. Bone marrow studies, special stains and special coagulation procedures in addition to exposure to the cytogenetics lab and central processing are included. Pre-analytical, analytical and post analytical components are discussed and evaluated throughout the course to enhance critical thinking skills Theoretical and practical performance are emphasized throughout this rotation.

MDT 203: Immunohematology
Credits: 8 (5 Class, 3 Clinical) This course encompasses the theoretical and practical aspects of the blood bank and transfusion service. Areas of study focus on donor collection, unit testing, 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. Included in this course are opportunities to observe the tissue typing and flow cytometry laboratories. To enhance the student's critical thinking skills, pre-analytical, analytical and post analytical components are discussed and evaluated throughout the course.

MDT 204: Immunology
Credits: 3 (1 Class, 2 Clinical) This course encompasses essential theoretical principles of immunology as well as the serological techniques commonly used in the clinical immunology laboratory. Emphasis is placed on the theory of immunity, antibody production, serological testing for immune disorders and infectious disease, and the applications and clinical significance of viral hepatitis testing. Included in this course is the study of theoretical and practical applications in the diagnostic Molecular Pathology laboratory. Information presented includes the basic principle of PCR and how PCR is utilized in the analysis of HIV, HPV, CF and Factor V Leiden. To enhance the student's critical thinking skills, pre-analytical, analytical and post analytical components are discussed and evaluated throughout the course.

MDT 205: Clinical Microbiology/Parasitology/Mycobacteriology/Mycology/Virology
Credits: 13 (8 Class, 5 Clinical) This course encompasses essential theoretical principles of bacteriology as well as parasitology. Great importance is placed upon specimen collection and handling, different media types as well as processing specimens for the isolation and identification of microorganisms involved in the infectious disease process. Clinical emphasis is placed on dealing with different patient specimen types and problems in a variety of settings. Also presented in this course is the study of Mycobacteriology, Mycology (TB/Mycology) and Virology. The TB/Mycology rotation encompasses didactic and clinical instruction in the principles, identification and susceptibility testing of fungi and mycobacterium or tuberculosis-like organisms. Virology includes the study of DNA and RNA viruses and their associated diseases especially the Human Immunodeficiency Virus (HIV), their causative agents, diagnosis and treatment. Pre-analytical, analytical and post analytical components are also discussed and evaluated throughout the course to enhance critical thinking skills.

MDT 206: Special Studies
Credits 2: (1 Class, 1 Clinical) This course is comprised of the following: (1) Laboratory Management: This section presents basic managerial principles and their application to a clinical laboratory environment. The importance of budget preparation, quality assurance, total quality management, safety practices, accrediting agencies requirements and other concepts are also emphasized. (2) Education: A presentation of basic educational concepts concerning instructional techniques that can be utilized in an educational setting. An educational presentation is required utilizing these instructional techniques. (3) Phlebotomy: Training in phlebotomy and finger sticking which prepares the student to properly perform venipunctures and finger sticks in a professional manner with emphasis on high quality healthcare. (4) Research design and analysis emphasizes how to research and analyze information. Laboratory Information System (LIS) and additional computer instruction has been incorporated into the different clinical rotations throughout the individual courses during the year.

NUR 100: Nursing Medical Terminology
Credits: 1 (1 Class) Nursing Medical Terminology is designed to provide a basis for understanding of 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 professional behaviors, communication, assessment, clinical decision making, caring interventions, teaching and learning, collaboration, and managing care.

NUR 101: Nursing Fundamentals
Credits: 8 (4 Class, 4 Lab/Clinical) This course is a theory course 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 clinical skills including professional behaviors, communication, assessment, clinical decision making, caring interventions, teaching and learning, collaboration, and managing care when providing holistic care for one client in selected healthcare settings. Clinical emphasis is placed on the application of the core components and competencies when caring for one or more clients in a variety of healthcare settings. Corequisite: BIO 101, NUR 100/HEA 102, MAT 101.

NUR 151: Adult Health
Credits: 4 (2 Class, 2 Lab/Clinical) NUR 151 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 client and family. The course emphasizes professional behaviors, communication, assessment, clinical decision making, caring interventions, teaching and learning, collaboration, and managing care for adult clients with cancer, diabetes, post surgical procedures, or who are experiencing common cardiovascular conditions and musculoskeletal health alterations. Clinical emphasis is placed on the application of the core components and competencies when caring for one or more clients in a variety of healthcare settings. Prerequisites: NUR 101, BIO 101, NUR 100/HEA 102, MAT 101

NUR 152: Adult Health
Credits: 4 (2 Class, 2 Lab/Clinical) NUR 152 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 client and his or her family. The course emphasizes professional behaviors, communication, assessment, clinical decision making, caring interventions, teaching and learning, collaboration and managing care for clients with respiratory, renal, gastrointestinal, and reproductive health alterations. Clinical emphasis is placed on the application of core components when caring for one or more clients in a variety of healthcare settings. Prerequisites: NUR 101, BIO 101, NUR 100/HEA 102, MAT 101

NUR 153: Child & Adolescent Health
Credits: 4 (2 Class, 2 Lab/Clinical) NUR 153 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 and his or her family. The course emphasizes professional behaviors, communication, assessment, clinical decision making, caring interventions, teaching and learning, collaboration and managing care for this specific client population. Clinical emphasis is placed on the application of core components when caring for one or more clients in a variety of healthcare settings. Prerequisites: NUR 101, BIO 101, NUR 100/HEA 102, MAT 101

NUR 154: Maternal-Neonatal Health
Credits: 4 (2 Class, 2 Lab/Clinical) NUR 154 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 childbearing family. The course emphasizes professional behaviors, communication, assessment, clinical decision making, caring interventions, teaching and learning, collaboration and managing care for this specific client population. Clinical emphasis is placed on the application of core components when caring for one or more clients in a variety of healthcare settings. Prerequisites: NUR 101, BIO 101, NUR 100/HEA 102, MAT 101

NUR 155: Behavioral Health
Credits: 4 (2 Class, 2 Lab/Clinical) NUR 155 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 or her family. The course emphasizes professional behaviors, communication, assessment, clinical decision making, caring interventions, teaching and learning, collaboration and managing care for this specific client population. Clinical emphasis is placed on the application of core components when caring for one or more clients in a variety of healthcare settings. Prerequisites: NUR 101, BIO 101, NUR 100/ HEA 102, MAT 101

NUR 200: Nursing Clinical Elective
Credits: 3 (1 Class, 2 Clinical) is a clinical course designed to allow students additional clinical experience in an area of interest with a focus on refinement of their role as a healthcare professional. The student will attend 90 clinical hours with an assigned clinical mentor in an area of interest to the student. The course emphasizes professional behaviors, communication, assessment, clinical decision making, caring interventions, teaching and learning, collaboration, and managed care for clients. Prerequisites: NUR 151, NUR 152, NUR 153, NUR 154, NUR 155

NUR 202: Advanced Nursing
Credits: 9 (4 Class, 5 Lab/Clinical) Advanced Nursing is a theory and clinical/lab course designed to assist the student in synthesizing a holistic collaborative approach to assess, plan, intervene, and evaluate outcomes of care for clients across the lifespan. The course emphasizes professional behaviors, communication, assessment, clinical decision making, caring interventions, teaching and learning, collaboration, and managing care for groups of clients with complex or multiple health problems in a variety of settings, and on working with an individually assigned staff RN in assuming the roles of the Associate Degree nurse within the discipline of nursing. Prerequisites: NUR 151, NUR 152, NUR 153, NUR 154, NUR 155; Corequisites: 200-Level Humanities Course, Elective

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 education class fulfills a social/behavioral sciences requirement for students enrolled in a degree program.

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 education class fulfills a social/behavioral sciences requirement for students enrolled in a degree program.

RAD 110: Applied Radiography I
Credits: 5 (3 Class, 2 Lab/Clinical) 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, communication, safety and radiation protection, equipment operation, image evaluation, and legal/ethical considerations. Clinical emphasis is on developing skills essential to patient care and assessment. Incorporated into the course is radiographic procedure terminology, procedure methods, and principles for radiography of the upper extremity, shoulder girdle, chest, abdomen, pelvic girdle and lower extremity. Pre/Corequisites: BIO 100, HEA 102, MAT 101

RAD 111: Applied Radiography II
Credits: 6 (3 Class, 3 Lab/Clinical) Applied Radiography II is a theory and lab/practicum course designed to focus on radiographic procedure methods for radiography of the GU system, GI system, vertebral column and skulls. Clinical emphasis is on the development of critical thinking and problem solving skills as the student begins to use the steps and principles of the radiologic imaging process in the performance of diagnostic imaging procedures. Prerequisite: BIO 100, HEA 102, MAT 101, RAD 110; Pre/Corequisites: ENG 231, RAD 112

RAD 112: Radiation Physics
Credits: 3 (3 Class) The purpose of this course is to provide a base of knowledge from which practicing radiographers can make informed decisions about technical factors and diagnostic imaging quality. Included will be concepts of the science and technology of imaging, basic concepts of mathematics, fundamentals of physics, the atom, electromagnetic radiation, electricity, magnetism, electromagnetism, and the x-ray imaging system. Prerequisites: RAD 110, BIO 100, HEA 102, MAT 101

RAD 113: Applied Radiography III
Credits: 3 (3 Class, 3 Lab/Clinical) Applied Radiography III is 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 also be introduced to more advanced imaging modalities such as arteriography, myelography and CT. 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, BIO 100; Corequisites: RAD 114

RAD: 114 Imaging I
Credits: 4 (4 Class) This course begins with the circuit of the imaging machines and the formation of x-rays within the x-ray tube. An in-depth study of x-ray production, x-ray emission and x-ray interaction with matter is part of this course. In addition, photographic and geometric properties of images will be studied. Lab sessions will be held at the end of most classes. Students will be placed in small groups while in the lab. Lab activities will relate to the preceding class with a handout and lab worksheet for each lab session. Prerequisite: RAD 112 Corequisite: RAD 113

RAD 203: Radiation Protection
Credits: 3 (3 Class) Radiation Protection is designed to give the student an understanding of the effects of radiation exposure, dose limits, and structural protection requirements. Topics included will be somatic and genetic effects of radiation exposure, measurement and protection methods, plus NCRP and BRH standards. Prerequisites: BIO 100, RAD 110, 111, 112, 113, 114, 210, 212

RAD 210: Applied Radiography
Credits: 6 (3 Class, 3 Clinical) Applied Radiography IV is a theory and clinical 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 critical thinking and problem solving in the clinical areas. They will continue to utilize the radiologic imaging process as a framework for providing patient care during diagnostic imaging procedures. Prerequisites: RAD 110, 111, 113; Corequisites: RAD 212, SPA 101

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. Corequisites: RAD 210, SPA 101

RAD 213: Applied Radiography V
Credits: 6 (3 Class, 3 Clinical) Applied Radiography V is designed to enhance expertise in all radiographic imaging procedures, patient care, 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. Prerequisites: RAD 110, 111, 113, 210; Corequisites: RAD 203, PSY 101, GEN 100

RTT 210: Introduction to Radiation Therapy
Credits: 3 (3 Class) This course provides an introduction to the Radiation Therapy profession. Emphasis is placed on the multi-disciplinary approach to cancer management and the role of a Radiation Therapist. Topics include organization of the hospital, credentialing and accreditation, continuing education and professional growth, professional organizations, the cancer care teams, the history of Radiation Therapy, simulation and therapeutic equipment, brachytherapy, medical imaging and processing, record and verify systems, dosimetry and treatment planning, technical nomenclature and set-up techniques, record management, coding, insurance, human resources and quality management. Corequisite(s): RTT 215, RTT 220, RTT 230, RTT 240, MAT 151

RTT 215: Oncology Nursing and Patient Care
Credits: 2 (2 Class) This course provides a review of basic nursing skills and an in-depth study of oncology nursing procedures. Emphasis is placed on assessment and management of medical conditions specific to patients with cancer. Topics include communication and cultural diversity, ethics and introductory law, death and dying, medical terminology, acquisition and evaluation of vital signs and laboratory test results, body mechanics, infection control , medical equipment handling, oxygen administration, specimen collection, pharmacology, common medical/oncology emergencies, cancer screening and prevention, patient and community education, quality management, general and site-specific radiation induced side effects, nutrition, psychological impact of cancer, pain management, myelosuppression, bone marrow transplants, chemotherapy, care for patients receiving brachytherapy, and protocols/clinical trials.
Corequisite: RTT 210, RTT 220, RTT 230, RTT 240, MAT 151

RTT 220: Clinical Oncology I
Credits: 3 (3 Class) This course provides an in-depth study of the principles of carcinogenesis and neoplasia. Emphasis is placed on cancer development in relation to specific anatomic regions. Topics include the natural history of cancer, nomenclature, etiology, epidemiology, presenting symptoms, diagnostic work-up, pathology, histology, tumor grading and staging, patterns of spread, treatment options, and prognosis. Review of relevant anatomy and physiology will be included. Corequisite: RTT 210, RTT 215, RTT 230, RTT 240, MAT 151

RTT 221: Clinical Oncology II
Credits: 3 (3 Class) This course provides a continued, progressive in-depth study of the principles of carcinogenesis and neoplasia. Emphasis is placed on cancer development in relation to specific anatomic regions. Topics include the natural history of cancer, nomenclature, etiology, epidemiology, presenting symptoms, diagnostic work-up, pathology, histology, tumor grading and staging, patterns of spread, treatment options, and prognosis. Review of relevant anatomy and physiology will be included. Prerequisite: RTT 210, RTT 215, RTT 220, RTT 230, RTT 240, MAT 151; Corequisite: RTT 231, RTT 241, RTT 250, RTT 260, RTT 265

RTT 230: Radiation Therapy Physics I
Credits: 3 (3 Class) This course provides a review of mathematics and the fundamental principles of general and radiation physics. Emphasis is placed on applications of mathematical functions relevant to Radiation Therapy, including introductory statistics, algebra, precalculus, trigonometry and analytic geometric functions. Topics include units of measurement, principles of forces, motion, electricity, magnetism, properties of matter, mechanics, heat, sound, optics, the structure of atoms/matter, the nature of radiation, electromagnetic radiation, particulate radiation, rectification, x-ray tubes and circuits, and image acquisition. Corequisite: RTT 210, RTT 215, RTT 220, RTT 240, MAT 151

RTT 231: Radiation Therapy Physics II
Credits: 3 (3 Class) This course provides an in-depth study of the fundamental principles of Radiation Therapy physics. Topics include radiation interactions with matter, the production, properties, and characteristics of radiation, qualities of radiation beams, measurement of exposure and absorbed dose, simulation equipment, Radiation Therapy treatment units, image acquisition and image fusion, isodose curves, treatment planning data acquisition, dosimetric considerations and methods of dosimetry calculations for external beam photon therapy, dose distribution and scatter analysis. Prerequisite: RTT 210, RTT 215, RTT 220, RTT 230, RTT 240, MAT 151; Corequisite: RTT 221, RTT 241, RTT 250, RTT 260, RTT 265

RTT 232: Radiation Therapy Physics III
Credits: 3 (3 Class) This course provides a continued, progressive in-depth study of intermediate and advanced fundamental principles of Radiation Therapy physics. Topics include dosimetric considerations and methods of dosimetry calculations for electron beam therapy, methods of detection and measurement of ionizing radiation, radioactivity, brachytherapy, radiation protection, equipment calibration, and quality management. Prerequisite: RTT 221, RTT 231, RTT 241, RTT 250, RTT 265; Corequisite: RTT 242, RTT 251, RTT 270

RTT 240: Radiation Therapy Practicum I
Credits: 4 (1 Class, 3 Practicum) This course provides an opportunity to practice basic clinical application of key theoretical concepts and gain skills under direct supervision, while encouraging a level of independent performance expected of an entry-level radiation therapist. Emphasis is placed on development of critical thinking and problem-solving skills and behaviors necessary to demonstrate successful completion of clinical objectives and competencies. This includes the development and refinement of professional ethics, medical-legal issues, communication skills, patient care and assessment, and professional development. Students will rotate in nursing, simulation, treatment, and dosimetry to achieve competency in patient care, beam modification, simulation and treatment procedures for cancers of various anatomic regions, and treatment planning. Time will be dedicated to demonstration of required competency procedures. Topics include acquisition and evaluation of vital signs, body mechanics, oxygen administration, block and bolus fabrication, patient immobilization, medical imaging and processing, nomenclature, simulator operation, tumor localization and treatment planning data acquisition, linear accelerator operation, quality management, treatment delivery and documentation, radiation protection, and interpretation of treatment plans. Case studies will be researched and presented. Scholarly reading and continuing education activity is required.
Corequisite: RTT 210, RTT 215, RTT 220, RTT 230, MAT 151

RTT 241: Radiation Therapy Practicum II
Credits: 4 (1 Class, 3 Practicum) This course provides a continued, progressive opportunity to practice intermediate clinical application of key theoretical concepts and gain additional skills under direct supervision, while encouraging a level of independent performance expected of an entry-level radiation therapist. Emphasis is placed on development of critical thinking and problem-solving skills and behaviors necessary to demonstrate successful completion of clinical objectives and competencies. This includes the development and refinement of professional ethics, medical-legal issues, communication skills, patient care and assessment, and professional development. Students will rotate in simulation, treatment, and dosimetry to achieve competency in beam modification, simulation and treatment procedures for cancers of various anatomic regions, and treatment planning. Time will be dedicated to demonstration of required competency procedures. Topics include block and bolus fabrication, patient immobilization, medical imaging and processing, nomenclature, simulator operation, tumor localization and treatment planning data acquisition, linear accelerator operation, quality management, treatment delivery and documentation, radiation protection, creation and interpretation of treatment plans. Case studies will be researched and presented. Scholarly reading and continuing education activity is required. Prerequisite: RTT 210, RTT 215, RTT 220, RTT 230, RTT 240, MAT 151; Corequisite: RTT 221, RTT 231, RTT 250, RTT 260, RTT 265

RTT 242: Radiation Therapy Practicum III
Credits: 3 (3 Practicum) This course provides a continued, progressive opportunity to practice advanced clinical application of key theoretical concepts and gain additional skills under direct supervision, while encouraging a level of independent performance expected of an entry-level radiation therapist. Emphasis is placed on development of critical thinking and problem-solving skills and behaviors necessary to demonstrate successful completion of clinical objectives and competencies. This includes the development and refinement of professional ethics, medical-legal issues, communication skills, patient care and assessment, and professional development. Students will rotate in simulation, treatment, and dosimetry to achieve competency in beam modification, simulation and treatment procedures for cancers of various anatomic regions, and treatment planning. Time will be dedicated to demonstration of required competency procedures. Topics include block and bolus fabrication, patient immobilization, medical imaging and processing, nomenclature, simulator operation, tumor localization and treatment planning data acquisition, linear accelerator operation, quality management, treatment delivery and documentation, radiation protection, creation and interpretation of treatment plans. Case studies will be researched and presented. Scholarly reading and continuing education activity is required. Prerequisite: RTT 221, RTT 231, RTT 241, RTT 250, RTT 265; Corequisite: RTT 232, RTT 251, RTT 270

RTT 250: Dosimetry and Treatment Planning I
Credits: 1 (1 Class) This course provides an introduction to computer utilization and an opportunity to practice basic clinical dosimetry and treatment planning procedures. Emphasis is placed on computer-aided treatment planning for optimal delivery of Radiation Therapy prescriptions for various anatomic regions. Topics include treatment accessories and their relationship to dose distribution, dosimetry nomenclature, selection and application of appropriate charts, interpretation of isodose curves, selecting and applying the appropriate formulas necessary for dose determination and calculation of external photon and electron beams, field arrangements, determination of treatment planning options relative to tumor site and modality selected, beam manipulation, identification of critical organs and tolerance doses.
Prerequisite: RTT 210, RTT 215, RTT 220, RTT 230, RTT 240, MAT 151; Corequisite: RTT 221, RTT 231, RTT 241, RTT 260, RTT 265

RTT 251: Dosimetry and Treatment Planning II
Credits: 1 (1 Class) This course provides a continued, progressive opportunity to practice computer utilization and intermediate to advanced clinical dosimetry and treatment planning procedures. Emphasis is placed on computer-aided treatment planning for optimal delivery of Radiation Therapy prescriptions for various anatomic regions. Topics include treatment accessories and their relationship to dose distribution, dosimetry nomenclature, selection and application of appropriate charts, interpretation of isodose curves, selecting and applying the appropriate formulas necessary for dose determination and calculation of external photon and electron beams, field arrangements, determination of treatment planning options relative to tumor site and modality selected, beam manipulation, identification of critical organs and tolerance doses, IMRT, IGRT, SRS, alternate fractionation schemes, brachytherapy, and new treatment modalities. Prerequisite: RTT 221, RTT 231, RTT 241, RTT 250, RTT 265; Corequisite: RTT 232, RTT 242, RTT 270

RTT 260: Advanced Radiobiology
Credits: 3 (3 Class) This course provides an in-depth study of the biological effects of ionizing radiation on living cells/tissues. Emphasis is placed on analysis and interpretation of data from survival and dose response curves. Topics include cell biology, structure and functions of DNA and chromosomes, the cell cycle, cell/tissue sensitivity and response to radiation, tolerance doses, modification of cell/tissue response to radiation, acute and chronic effects of radiation on various organs and systems, radiation syndromes, somatic and genetic effects of radiation, risks to the embryo and fetus, federal radiation protection laws, and new radiation modalities and treatment techniques. Prerequisite: RTT 210, RTT 215, RTT 220, RTT 230, RTT 240, MAT 151; Corequisite: RTT 221, RTT 231, RTT 241, RTT 250, RTT 265

RTT 265: Sectional Anatomy and Special Imaging
Credits: 3 (3 Class) This course provides an overview of sectional anatomy as related to computer enhanced imaging. Emphasis is placed on anatomy and oncologic pathology as demonstrated in CT, MRI, PET, and US images. Topics include sagittal, coronal, and transverse/axial plane views of various anatomic regions. A complete understanding of basic anatomy is required. Prerequisite: RTT 210, RTT 215, RTT 220, RTT 230, RTT 240, MAT 151; Corequisite: RTT 221, RTT 231, RTT 241, RTT 250, RTT 260

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 on research and preparation to challenge the national certification examination administered by the ARRT. Topics include advanced technology and new treatment modalities. Prerequisite: RTT 221, RTT 231, RTT 241, RTT 250, RTT 265; Corequisite: RTT 232, RTT 242, RTT 251

SOC 101: Introduction to Sociology
Credits: 3 (3 Class, 0 Lab) 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 education class fulfills a social/behavioral sciences requirement for students enrolled in a degree program.

SPA 101: Elementary Spanish
Credits: 3 (3 Class) This course is designed to introduce the fundamental elements of the Spanish language within a cultural context. Emphasis is placed on the development of basic listening, speaking, reading, and writing skills. This general education class fulfills a humanities/fine arts requirement for students enrolled in a degree program.

SUR 101: Fundamentals of Surgical Care
Credits: 8 (6 Class, 2 Lab/Practicum) Fundamentals of Surgical Care is a theory and lab/practicum course that introduces concepts basic to practice as a surgical technologist. The course provides the basis for the essential and supporting elements of communication, safety, legal-ethical considerations, instrumentation, surgical equipment, aseptic techniques, positioning, prepping and draping, counts in surgery, wound healing and wound closure, syringes, needles, weights and measures, surgical drainage systems, surgical specimens and wound dressings used in surgery are covered. Additionally, the surgical patient, vital signs, and preoperative routines are explored. The roles of the surgical team, and professional responsibilities is covered. Practicum emphasis is on developing the basic skills as outlined in core competencies. Pre/Corequisite: HEA 102

SUR 102: Care Concepts for Surgical Procedures I
Credits: 11 (9 Class, 2 Lab/Practicum) Care Concepts for Surgical Procedures I is a theory and lab/practicum course designed to assist the student in preparing for the role of surgical technologist. The course is a continuation of aseptic techniques taught in 101. Additionally, drugs used in surgery, anesthesia, hemostasis, and preparation, packaging and sterilization of surgical items is covered. The course introduces the student to surgical procedures performed in general, obstetrical, gynecological, orthopedic and urological specialties. Clinical emphasis is on learning the basic duties, of the surgical technologist in the scrub and circulator role and consistently demonstrating competency in clinical core competencies. Prerequisites: HEA 102, SUR 101; Pre/Corequisite: BIO 100.

SUR 103: Care Concepts for Surgical Procedures II
Credits: 11 (9 Class, 2 Lab/Practicum) This course introduces the student to surgical procedures performed in plastic, neurological, thoracic, cardiovascular, oral, nose, throat, and ophthalmic specialties. Additionally, emergency and trauma procedures; and death and dying are covered. Technological sciences including basic principles of electricity, physics, lasers and robotics in surgery are explored. Job search skills, professional responsibilities, and preparation for certification are covered. Emphasis in practicum is on the development of critical thinking and problem-solving skills as the student begins to demonstrate a higher level of skill development. Prerequisites: SUR 102, BIO 100; Corequisite: BIO 200.

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