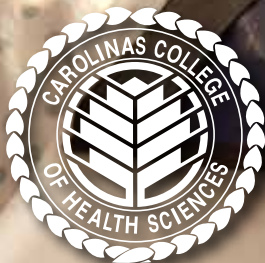
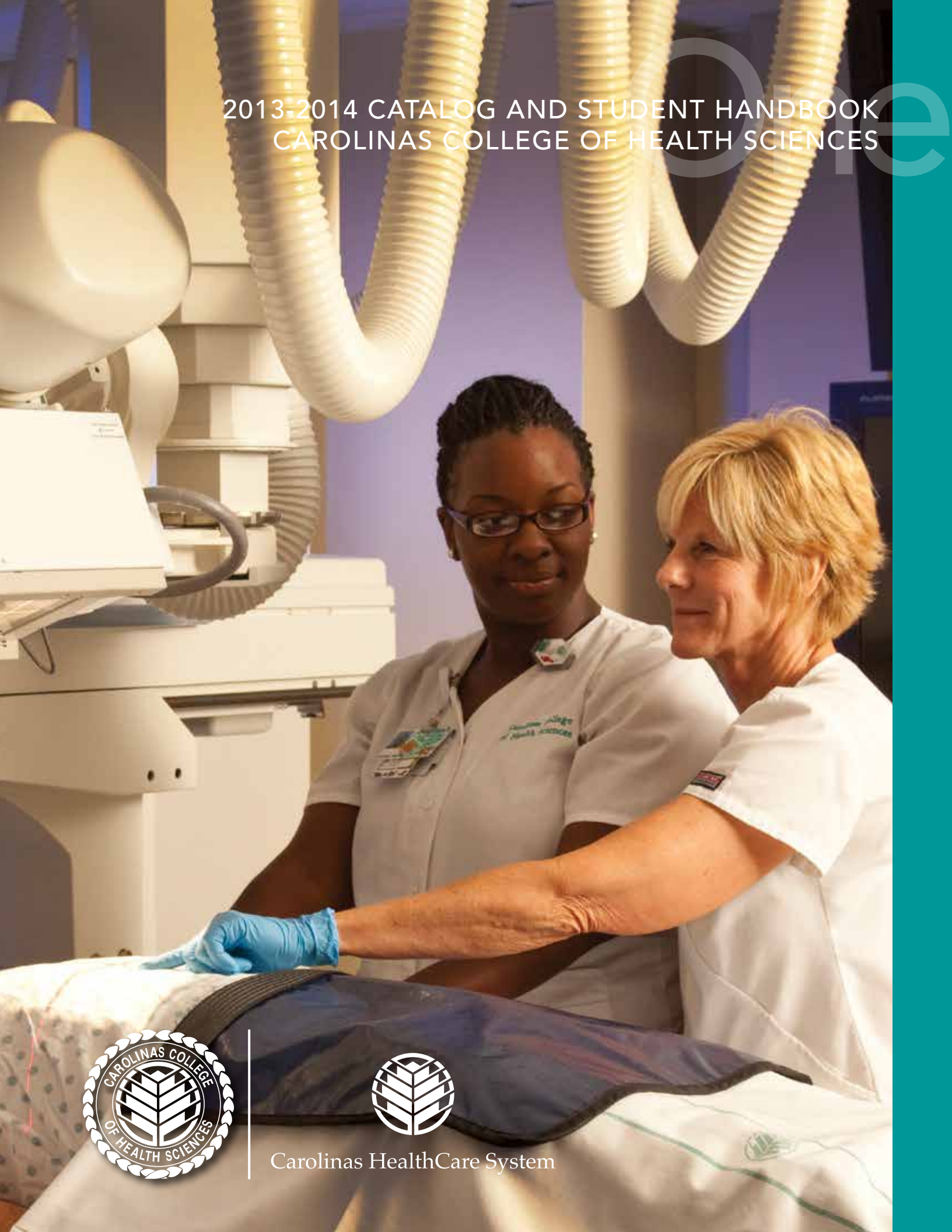


2013-2014 CATALOG AND STUDENT HANDBOOK
CAROLINAS COLLEGE OF HEALTH SCIENCES



Carolinan HealthCare System

TABLE OF CONTENTS

Academic calendar.....	4
Accreditations and affiliations	6
About the college.....	7
General admission requirements	12
Essential functions	20
Financial information.....	24
Student services.....	27
Student organizations	32
Community standards	34
Academic information and records.....	43
General studies.....	53
School of clinical laboratory sciences	57
Medical laboratory science.....	61
School of nursing.....	66
School of medical imaging	74
Radiologic technology	79
School of surgical technology	85
Continuing education	90
Course descriptions.....	97
Board of directors.....	115

CAROLINAS COLLEGE OF HEALTH SCIENCES

Academic Calendar

The Medical Laboratory Science calendar can be found on page 63.

Fall Term

New Student Orientation (Clinical)

New Student Orientation (Non-Clinical)

Full Fall Classes & Fall I Classes Begin

Registration / Drop Add Ends

Holiday – College Closed

Fall I Midterm

Last Day to Withdraw – Fall I

Fall I Classes Ends

Fall I Final Exams

Fall Break – No Classes

Full Fall Midterm

Fall II Classes Begin

Last Day to Withdraw – Full Fall

Fall II Midterm

Holiday – No Classes

Holiday – College Closed

Last Day to Withdraw – Fall II

Full Fall & Fall II Classes End

Full Fall & Fall II Final Exams

Fall Commencement

Holiday – College Closed

2013-14

Aug 12-13

Aug 15

Aug 19

Aug 23

Sep 2

Sep 11

Sep 20

Oct 4

Oct 7-9

Oct 14-15

Oct 16

Oct 16

Nov 8

Nov 13

Nov 27

Nov 28-29

Nov 25

Dec 6

Dec 9-13

Dec 13

Dec 25

2014-15

Aug 11-12

Aug 14

Aug 18

Aug 22

Sep 1

Sep 10

Sep 19

Oct 3

Oct 6-8

Oct 13-14

Oct 15

Oct 15

Nov 7

Nov 12

Nov 26

Nov 27-28

Nov 24

Dec 5

Dec 8-12

Dec 12

Dec 25-26

Spring Term

2013-14

2014-15

Holiday – College Closed	Jan 1	Jan 1-2
New Student Orientation (Clinical & Non-Clinical)	Jan 2-3	Jan 5-6
Full Spring Classes & Spring I Classes Begin	Jan 6	Jan 12
Registration/Drop Add End	Jan 10	Jan 16
Holiday – No Classes	Jan 20	Jan 19
Spring I Midterm	Jan 29	Feb 4
Last Day to Withdraw – Spring I	Feb 7	Feb 13
Spring I Classes End	Feb 21	Feb 27
Spring I Final Exams	Feb 24-26	Mar 2-4
Spring Break – No Classes	Mar 3-7	Mar 9-13
Full Spring Midterm	Mar 5	Mar 11
Spring II Classes Begin	Mar 10	Mar 16
Last Day to Withdraw – Full Spring	Mar 28	Apr 6
Spring II Midterm	Apr 2	Apr 8
Holiday – College Closed	Apr 18	Apr 3
Last Day to Withdraw – Spring II	Apr 14	Apr 17
Full Spring & Spring II Classes End	Apr 25	May 1
Full Spring & Spring II Final Exams	Apr 28-May 2	May 4-8
Spring Commencement	May 2	May 8

Summer Term

New Student Orientation (Clinical & Non-Clinical)	May 13-14	May 18-19
Full Summer & Seven-Week Classes Begin	May 20	May 26
Registration / Drop Add Ends	May 24	May 29
Holiday – College Closed	May 27	May 25
Seven-Week Midterm	Jun 12	Jun 17
Full Summer Midterm	Jun 19	Jun 24
Last Day to Withdraw – Seven-Week Classes	Jun 21	Jun 26
Holiday – College Closed	Jul 4-5	Jul 3
Seven-Week Classes End	Jul 3	Jul 10
Last Day to Withdraw – Full Summer	Jul 10	Jul 15
Seven-Week Classes Final Exams	Jul 8-10	Jul 13-15
Full Summer Classes End	Jul 26	Aug 3
Full Summer Final Exams	Jul 29-Aug 2	Aug 4-7
Program Completion & Awards Ceremony	Aug 1	Aug 7

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 science and the associate of applied science degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Carolinas College of Health Sciences.

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

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

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

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

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
www.jrcert.org

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 Department of Health and Human Services Division of Health Service Regulation.

The college is applying for accreditation by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) for the Histotechnology program. Eligibility to take the ASCP certification exam is contingent upon the college achieving "serious applicant status" before graduation.

The Specialist in Blood Bank Technology/Transfusion Medicine is applying for accreditation from the Commission on Accreditation of Allied Health Education Programs (CAAHEP) upon the recommendation of the American Association of Blood Bank's Committee on Accreditation of Specialist in Blood Bank Technology Schools (CoA-SBBT)

AFFILIATIONS

American Association of Collegiate Registrars and Admissions Officers

American Association of Community Colleges

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

ABOUT THIS CATALOG

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

ABOUT THE COLLEGE

Carolinas College admits qualified 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 at 704-355-5585. 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 safety polices and the safety and security report are available on the college's website. The college is in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act and students or applicants with a qualified disability may contact the 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. 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 recognized as an exceptional choice for students preparing for entry-level and specialized healthcare careers.

CORE VALUES

INTEGRITY

CARING

COMMITMENT

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 website in the “About Us” section under “Institutional Data.” For more information about our graduation rates, the median debt of students who complete the program, and other important information, please visit the Institutional Data section of our website.

ORGANIZATION CHART

The college’s organizational chart can be found on the website.



COLLEGE SEAL & 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 Carolinus 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 Carolinus College date back to the early 1940s when Charlotte Memorial Hospital, now Carolinus Medical Center, provided nursing and allied health training.

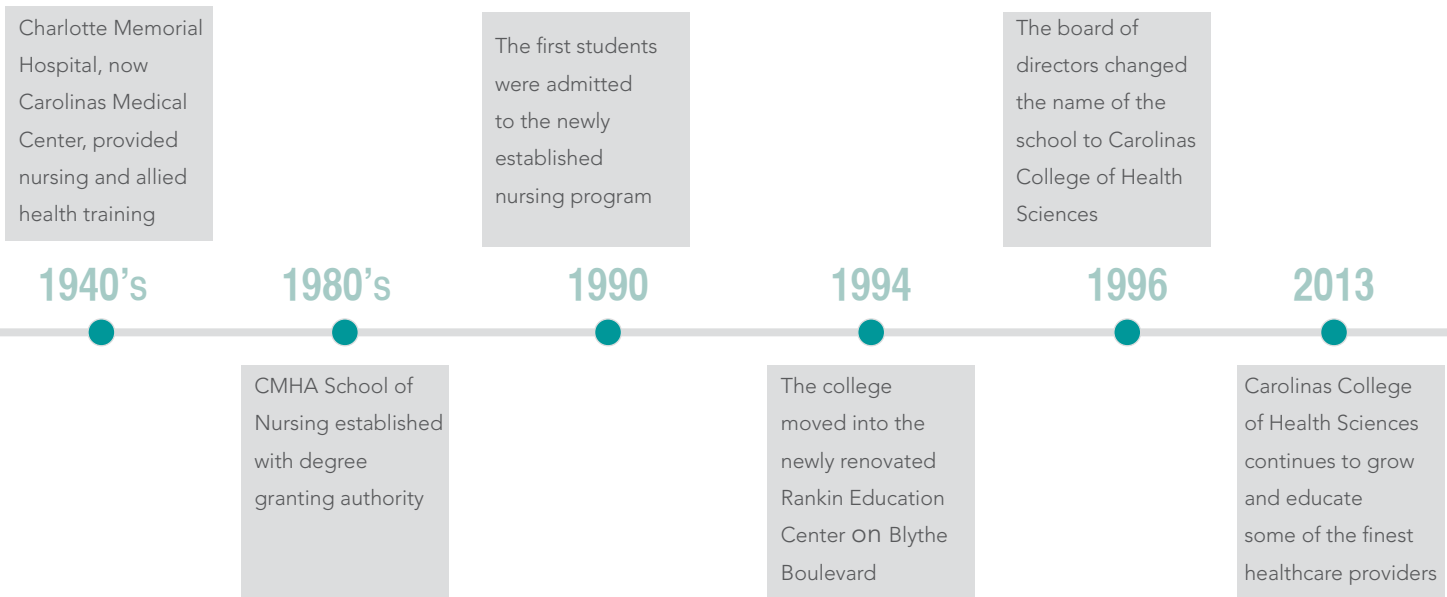
The Charlotte Memorial Hospital School of Nursing closed in 1967. In the late 1980s, the Charlotte-Mecklenburg Hospital Authority (CMHA), now Carolinus HealthCare System, realized the need for registered nurses would outstrip the number being educated in the community and established the CMHA School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

A New Nursing Program

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

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

Effective in 1995, the CMHA School of Nursing was accredited by the Commission on College of the Southern Association of Colleges and Schools to offer the associate degree. This regional accreditation was reaffirmed in 2000 and again in 2010.



Expanding the College

In July of 1996, the board of directors changed the name of the school to Carolinas College of Health Sciences and approved preparations to educate other health care providers. The existing hospital-based programs in radiologic technology and surgical technology joined the college in August 1996 and the medical technology program in January 1997. In 1999, the college began offering Nurse Aide I and phlebotomy training; Nurse Aide II was offered for the first time in 2006. These three programs formed the original core of the continuing education department, opened in 2007, and now offering a variety of non-credit health care courses.

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

The first radiation therapy students were admitted in August 2009. In 2011, the medical technology program became the medical laboratory sciences program. Also in 2011, the college added anesthesia technology and degree programs in surgical technology and general studies. And in 2012, the first histotechnology students were accepted.

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. The online bookstore link is available on the college website, along with a link to the college's logo store.

Skills Lab

The skills lab is available to students for practice and learning experiences during and outside class time. Typical uses allow for students to practice selected patient care skills.

Carolinas Simulation Center

Carolinas College provides access to the Carolinas Simulation Center, a globally-recognized, multidisciplinary educational center. Accredited by both the American College of Surgeons as a Level I education institute and the Society for Simulation in Healthcare, the center is one of only a few in the world that is dually accredited. Dual accreditation distinguishes the center as a regional leader in providing simulation-based healthcare education. Carolinas Simulation Center is available to college faculty members for teaching specific skills in a simulated environment or to students for the practice of such skills.

AHEC Library

The college contracts with the Area Health Education Center (AHEC) Library located on the campus of Carolinas Medical Center to provide comprehensive information and library services to students and faculty members. The library is an 11,500-square foot facility providing multiple computer stations, audio-video viewing rooms, and conference rooms. There are wi-fi enabled meeting and quiet study spaces available 24-hours a day, seven days a week with badge access. 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 member resources to include the libraries at 17 additional colleges and universities in the Charlotte area.

Student Email

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

Food Service

A canteen is available at the college offering hot and cold foods. 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, Caribou Coffee® on the first floor of the main hospital, Starbucks® in the Morehead Medical Plaza building, and a cafeteria on the second floor of Carolinas Rehabilitation. Vending machines, microwaves, and refrigerators are also available at the college.

Computer Lab and Access

The college computer lab is open to all students. Personal computers with appropriate software packages, Internet access, and printing capabilities are available. The lab offers multimedia activities for assigned work, remediation or supplemental work. Hours of operation and guidelines for use are available in the lab. Additional computers, for student use, are available in the Charlotte AHEC Library.

The college's computer lab meets the needs of students. However, most students find it convenient to have off campus computer access as well. Students should have access to a computer that allows them to complete all coursework and general curriculum requirements, maintain communication with the college via email, and access

electronic resources via the internet. To successfully complete a fully online course at Carolinas College, a student should have regular access to a computer with the following requirements:

System Requirements

- Minimum CPU: Pentium 4, 2.0 GHZ or higher
- Minimum RAM: 3 GB
- Hard drive Size: 80 GB or higher
- CD / DVD ROM
- Sound card
- 10 / 100 Ethernet card or wireless card

Software Requirements

- Internet connection: since most content is data intensive, cable or DSL connection is required.
- The CCHS Information Portal platform MOODLE is currently best compatible with the browser Google Chrome. Other browsers may be used, but may not support all functionality in MOODLE.
- All browsers should support JavaScript and have JavaScript enabled.
- Operating system: online platform independent (Windows XP, Mac OS X or later versions).
- Microsoft Office 2007 or higher required.
- Other Software: Antivirus, Adobe Reader 10 or higher, WinZip, and Media Player software. Students are required to keep their personal computers up to date with the latest operating system updates, virus data files, etc.

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

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

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.

General Admission Requirements

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

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

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

The college uses an internal weighting scale for applicants to the nursing, radiologic technology, and surgical technology programs presenting a high school transcript that does not include a "weighted" GPA. This weighting is applied to those courses identified as honors, IB, or AP. After applying the weighting, the final calculated GPA, with the weighting, will be used in the admissions process. In addition, home-schooled applicants may be required to submit additional materials such as standardized test results or additional course work to be considered for admission.

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, the application fee, and all necessary items required by specified deadlines.

Applicants interested in enrolling as non-degree seeking may take up to eight (8) semester credit hours of general studies courses without submitting transcripts or verifying high school completion. Transcripts will be required if the course requires a prerequisite. To take more than eight semester credit hours requires verification of high school completion or prior college attendance. An applicant concurrently enrolled in high school must have a grade point average (GPA) of 3.0 or better and must provide verification from high school personnel of likelihood of success in college-level coursework.

Clinical Laboratory Sciences (Histotechnology and Medical Laboratory Science)

The admission criteria for histotechnology and medical laboratory science programs:

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

Additional Histotechnology Criteria

- Minimum of 30 semester credit hours of biology and chemistry by date of application (must include credits in both). Required courses include anatomy, physiology, microbiology, and organic chemistry (or biochemistry) to be completed by program start date.
- Three semester hours of college level algebra or higher-level math.
- At the discretion of the program director, biology and chemistry courses may require updating if not completed within five years of the program start date.

Additional Medical Laboratory Science Criteria

- Minimum of 16 semester credit hours in biology by date of application. Required courses include microbiology, microbiology lab, and immunology to be completed by program start date. Genetics, molecular biology, and anatomy and physiology are recommended.
- Minimum of 12 semester credit hours in chemistry by date of application. Required courses include organic chemistry or biochemistry to be completed by program start date.
- Minimum of 3 semester credit hours in statistics to be completed by program start date. Physics is recommended.
- Prerequisite courses of microbiology, immunology, and organic chemistry (or biochemistry) must be updated if not completed within five years of program start date.

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

General Studies

The admission criteria for the three tracks in the general studies program:

General Studies Track

- Official high school transcript or equivalent verifying graduation and college preparatory coursework.
- Official SAT or ACT test score report with a minimum 900 (SAT) or 19 (ACT). Copies of official score reports and scores reported on an official transcript will be accepted. For the SAT, only the critical reading and math scores are considered in calculating the minimum requirement.

Pre-Nursing Track

- Official high school transcript or equivalent verifying graduation and college preparatory coursework. Applicants with fewer than 24 hours of college credit must have a minimum high school GPA of 2.5. Applicants with a GED must submit 24 semester hours of college credit with at least nine semester hours in math and science.
- Official transcripts from all post-secondary institutions attended with a combined cumulative GPA of at least a 2.5.
- Official SAT or ACT test score report with a minimum 900 (SAT) or 19 (ACT). Copies of official score reports and scores reported on an official transcript will be accepted. For the SAT, only the critical reading and math scores are considered in calculating the minimum requirement.

Pre-Radiologic Technology Track

- Acceptance to the pre-radiologic technology track is reserved for those applicants who have been deferred in their enrollment in the radiologic technology program.

Nursing

The admission criteria for the nursing program:

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

- Official SAT or ACT test score report with a minimum 900 (SAT) or 19 (ACT). Copies of official score reports and scores reported on an official transcript will be accepted. For the SAT, only the critical reading and math scores are considered in calculating the minimum requirement.
- Applicants who previously attended a nursing program will not be considered for admission if they were unsuccessful in two or more nursing classes, or the same nursing class twice.

LPN-to-RN

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 100 and NUR 101 courses. Prior to enrollment, applicants must have completed all of the general education requirements up to their entry point including at least BIO 101, MAT 101, and all fundamental nursing progression requirements.

Nursing Transfer

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

Pre-Nursing Track

Students seeking guaranteed admission via the general studies pre-nursing track who earn an overall GPA of 3.25 in the following four courses will receive guaranteed admission to the nursing program: BIO 101, BIO 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 admission requirements in three consecutive semesters. The actual start date for the nursing program is based on completion of the required courses and on space available in the nursing program.

Charlotte RIBN

Admission to the RIBN (Regionally Increasing Baccalaureate Nursing) program is a four-year nursing option where students are dually admitted to both UNC Charlotte and Carolinas College. To be considered for conditional admission, applicants must submit the following by specified deadlines:

- Completed application to UNC Charlotte. Please visit admissions.uncc.edu/admissions for an online UNCC application and more information regarding admissions to UNCC.
- Official high school transcript, all official college transcripts, and official SAT and/or ACT scores to the UNCC Admissions Office.
- RIBN Application, to the RIBN Advisor.
- Official score report for the Test of Essential Academic Skills (TEAS), version V, to the RIBN Advisor.

Radiation Therapy

The admission criteria for the radiation therapy program:

- 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 Carolinas College reference forms.
- Verification of eight hours of clinical observation in a radiation therapy department.

Radiologic Technology

The admission criteria for the radiologic technology program:

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

Surgical Technology

The admission criteria for the surgical technology program:

- Official high school transcript verifying graduation 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 900 (SAT) and 19 (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, only the critical reading and math scores are considered in calculating the minimum requirement.

Surgical Technology Bridge Program

Certified surgical technologists or those who have earned a diploma in surgical technology may earn an associate in applied science degree in surgical technology by completing the bridge program. To apply, the applicant submits official transcripts from all post-secondary institutions attended, demonstrating a combined cumulative GPA of at least 2.0.

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 (APG) 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 electronic notification of final admission upon confirmation of the following conditions of admission:

- Signed admission confirmation and non-refundable \$200 deposit.
- Immunization records indicating current and complete compliance with NC Administrative Code (19A-0401) as amended in 1994 (non-degree students are exempt from this requirement).
- Signed criminal background disclosure form (consent form) (non-degree and general studies are exempt from this requirement).
- Completion of a health assessment and baseline drug screen (non-degree and general studies students are exempt from this requirement).
- Proof of graduation from high school (or college for clinical laboratory sciences and radiation therapy applicants).
- Verification of eligibility for clinical placement (non-degree and general studies students are exempt from this requirement).

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 (radiation therapy).
- Submit documentation of current Basic Life Support for Healthcare Providers certification from an approved American Heart Association course with an expiration date on or after one year of study (nursing, radiation therapy, radiologic technology & surgical technology).
- Submit official transcripts demonstrating completion of required pre-requisite courses with a "C" or better. Grades in AP, IB or honors courses will be considered individually. High school-level algebra, biology and chemistry are required for nursing and radiologic technology programs. High school-level biology is required for general studies and surgical technology programs. College-level algebra or equivalent is required for the radiation therapy program.
- 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).
- Complete the Test of Essential Academic Skills (TEAS) at the identified benchmark determined by members of the nursing faculty (nursing).
- Verify compliance with all essential functions of the program (clinical laboratory sciences, general studies, nursing, radiation therapy, radiologic technology & surgical technology).
- Obtain a score of Level 2 on RN Fundamental for Nursing CAP and satisfactorily complete sterile dressing, medication administration and a physical assessment without coaching (nursing – LPN and transfer only).
- Be at least 18 years of age (radiologic technology, radiation therapy).

Honors Program

The Carolinas College Honors Program creates opportunities for academically successful students to complement their academic experience by participating in thought-provoking health care activities, lectures and seminars. Applicants meeting certain criteria will be invited to participate in the honors program upon acceptance to the college.

Admission to Continuing Education

Carolinas College offers continuing education programs and courses that lead to eligibility for certification in anesthesia technician, nurse aide I, nurse aide II, phlebotomy and other programs as developed and offered on an annual basis. Enrollment in these courses is on a space-available basis and requires a registration form or college application, payment of tuition, and other information listed below. Prior to admission, applicants must demonstrate eligibility for clinical placement.

Anesthesia Technician

- Application fee of \$20.
- Letter from supervisor (on company letterhead) documenting 2080 hours of work experience as an anesthesia technician, if participant plans to sit for the ASATT national certification board examination.

Nurse Aide I

- Copy of social security card.
- Signed waiver authorizing criminal background check.

Nurse Aide II

- Official high school transcript verifying graduation or equivalent.
- Proof of registry as a nurse aide I.
- Signed waiver authorizing criminal background check.

Phlebotomy

- Application fee of \$20.
- Official high school transcript verifying graduation or equivalent. Minimum high school GPA of 2.0 required.
- Locally administered assessment test with a score of 14 or higher.
- Signed waiver authorizing criminal background check.

Specialist in Blood Bank Technology/Transfusion Medicine

- Official college transcripts from a United States accredited baccalaureate program.
- Minimum college GPA of 2.50
- Proof of current ASCP certification (MLS, MT or BB)
- Minimum of two years full-time blood bank related experience

- Proof of current employment in a blood center, transfusion service, or blood bank related field.
- Two Carolinas College reference forms (one from current supervisor).
- After conditional admission to the program, applicant must
 - Identify a qualified mentor who has agreed to provide assistance and guidance.
 - Submit “Mentor Agreement Form” along with mentor’s curriculum vitae
 - Secure clinical sites (blood center, transfusion service, and reference lab).
 - Submit Clinical Affiliation “Memo of Understanding” for each clinical site.

Readmission Process

A student seeking to return to a program following a withdrawal, except after an approved leave of absence, must apply to be readmitted and continue with the program. 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 non-traditional 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 members with similar qualifications. Challenge testing is approved and administered by the dean of assessment and general studies. Time limitations may apply for transfer credit. All transfer and advanced standing credit must be completed before entering the college, with the exception of those entering as non-degree seeking. Students may not be dually enrolled in another institution for the purpose of receiving transfer credit. No more than 75% of the total coursework required for graduation from any program may be earned through advanced standing or transfer credit.

ESSENTIAL FUNCTIONS

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

General Studies, Nursing and Surgical Technology

- 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 palpation functions; to perform therapeutic interventions, and to interact in clinical, lab, and classroom environments.

Clinical Laboratory Sciences (Histotechnology and Medical Laboratory Science)

- Physical abilities sufficient to move from room to room, maneuver in small places, reach and bend, and sit and stand for prolonged periods performing moderately taxing continuous physical work. Ability to stoop, reach and lift 50 pound loads.

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

Medical Imaging (Radiation Therapy and Radiologic Technology)

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

- Visual acuity to work in dim lighting and distinguish colors; ability to view computer monitors for extended periods.
- Tactile ability sufficient for physical assessment, to observe and monitor patient responses, to perform palpation functions, to perform therapeutic interventions, to manipulate and position patients, and to interact in clinical, lab, and classroom environments.
- Olfactory senses sufficient to smell or detect smoke, chemicals, and electrical hazards.

Nurse Aide I and II

- 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.

Specialist in Blood Bank Technology/Transfusion Medicine

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

Phlebotomy

- 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 (Per credit hour)		College Fees	
Applied Courses (NUR, RAD, RTT, & SUR)	\$308	Application	\$50
General Studies & Special Topics Courses (BIO, ENG, GEN, HEA, MAT, PSY, SOC, etc.)	\$252	Application (Phlebotomy & Anesthesia Technician)	\$20
Program Fees		Admission Deposit & Background Check (Background check fee may vary depending on previous place of residence)	\$200
Medical Laboratory Science	\$7645	Access Control (per semester)	\$15
Histotechnology (Program fees payable in thirds: fall, spring, summer)	\$7645	Activity (per semester)	\$25
Non-Credit Tuition & Fees		Technology (per semester)	
Anesthesia Technician (per course)	\$500	<ul style="list-style-type: none"> 0 - 6 credits 7+ credits 	\$75 \$175
Nurse Aide I	\$595	Science Lab	\$40
Nurse Aide II	\$750	Nursing Lab (101 & 202)	\$180
Phlebotomy	\$625	Nursing Lab (151, 152, 153, 154 & 155)	\$90
Specialist in Blood Bank Technology	\$2800	School of Medical Imaging Lab	\$80
Center for Life Support Education		Surgical Technology Lab	
<ul style="list-style-type: none"> BCLS Healthcare Provider BCLS Renewal ACLS or PALS ACLS/BCLS/PALS Instructor ECG for ACLS 	\$60 \$57 \$140 \$175 \$90	<ul style="list-style-type: none"> SUR 101 SUR 102 SUR 201 	\$40 \$85 \$230*
		*Includes certification exam costs	
		Course Pack (varies by course)	\$8-\$25
		Graduation (final semester)	\$125
		Late Registration	\$25
		Returned Check/NSF	\$25

Texts/Supplies/Uniforms (approximate)	
Histotechnology	\$400
Medical Laboratory Science	\$700
Beginning Nursing	\$800
Intermediate Nursing	\$500
Advanced Nursing	\$150
Radiologic Technology Level I	\$700
Radiologic Technology Level 2	\$300
Radiation Therapy	\$1100
Specialist in Blood Bank Technology	\$390
Surgical Technology	\$500

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

A separate refund policy will apply to Title IV Federal Aid. When a refund is due to 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 to students enrolled in eligible programs include the following:

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

Students must complete the most current Free Application for Federal Student Aid (FAFSA) in order for their eligibility for federal student aid funds to be determined. The FAFSA is available online at www.fafsa.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 sent 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 program after calculation of the return to Title IV Funds.

Veterans' benefits are available for eligible students enrolled in qualified programs. Details can be accessed at www.gibill.va.gov. For the most up-to-date 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 students enrolled in a credit program or in general studies courses 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 student services department, 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 or the student success coordinator.

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 appropriate documentation, and return it to the dean of student services. The dean of student services, the provost, and a representative from the academic program will evaluate the request for accommodations and the essential functions of the program to determine the appropriate accommodations, if any.

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 email contact information available via the college directory on the website.

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 emergency notification hotline (704-446-7854). 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.

Peer Tutoring

Students at Carolinas College can be matched with peer tutors through the Student Success Center. Peer tutors are volunteers who have been recommended by instructors after completion of the course. There is no fee to receive tutoring.

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 coordinator. Students are encouraged to take advantage of workshops and other extracurricular offerings related to employment and continuing education.

Professional Liability Insurance and Student Insurance Plan

The college provides professional liability insurance without charge to students during clinical experiences. Liability coverage for students does not extend beyond their student role. For other medical insurance needs, the college makes available an illness and injury policy that students can purchase on their own. Students are not required to show proof of insurance.

Occupational Illness or Injury

Students will be provided access to first aid and emergency care for illnesses and injuries occurring while performing clinical duties. The severity of the illness or injury will determine how and where treatment occurs. Students injured while performing clinical duties in the course of the clinical portion of their curriculum (as defined in the course syllabus) are covered by CHS' Worker's Compensation.

Housing

Carolinas HealthCare System offers housing in single-unit homes, duplexes, and apartments. This housing is made available to anyone in a qualified educational program within the health care system and is managed by a local real estate management company. See the college web site for details regarding student housing.

Registration and Course Scheduling

The registrar will generate the course schedule and registration materials approximately 60 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 their advisor prior to registering for courses. Transfer and advanced standing credit will be awarded according to policy.

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 should register in an open section and place their name on the wait list for a possible opening. Student schedules can be viewed online and printed.

Students who want to drop a class that does not affect the master curriculum plan may do so online during the drop/add period. If the desired drop affects the master curriculum plan, requests must be approved by the student's advisor, the instructor, 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 46.

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 studies course section changes will be made upon approval of the involved faculty members. After the drop/add period, section changes are made by the registrar.

Safety

For the 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. Students arriving on campus without an ID badge are required to secure a temporary badge from the front desk. 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.

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

Security

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 704-355-2093.

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. Students will not be substituted for regular staff in the clinical environment.

Student Newsletter

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

Student Right-to-Know/Clery Act

The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act) is a federal law which requires all colleges that participate in federal financial aid programs to keep and disclose information about crime on and near their respective campuses. The Carolinas College Safety and Security Report includes statistics for the previous three years concerning reported crime that occurred on campus, including certain off-campus buildings owned or controlled by Carolinas HealthCare System, and on public property within or immediately adjacent to campus. The report also includes institutional policies concerning campus safety, such as alcohol and drug use, crime prevention, crime reporting, and sexual assault.

Title IX Compliance

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

The college complies with Title IX of the Education Amendments of 1972, and its implementing regulations, which prohibit discrimination (including sexual harassment and sexual violence) based on sex in the college's educational programs and activities. Title IX also prohibits retaliation for asserting claims of sex discrimination. Concerns or inquiries regarding the application of Title IX regulations may be directed to the dean of student services at 704-355-5585.

Transportation and Parking

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



STUDENT
STEPHANY GARCIA

Carroll College
of Health Sciences

STUDENT
DANIELLE

Carroll College
Health Sciences

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, college committees, and other opportunities for involvement.

College Committee Structure

Standing college committees provide a means for students to function in an effective, democratic manner in planning, implementing, and evaluating activities and programs within the college. Students serve as voting members on the following committees: Admission, Progression, and Graduation (APG); Development & Scholarship; Environment of Safety; Learning Resources (LRC); Nursing Curriculum; Our Core Values; Quality Improvement; and Student Life.

Council of Student Leaders

The dean of student services convenes a meeting twice in the fall and spring terms with 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 and providing students a voice in college decision making. 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 completion of 12 semester hours of coursework in a two-year program leading to an associate degree. A GPA of 3.0 must be maintained. Induction into the Beta Zeta Sigma Chapter of PTK occurs in the fall, spring and summer semesters.

Student Ambassadors

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

Student Government Association

The Student Government Association (SGA) provides the primary voice for students in college decision making. All students are members of the 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 fundraising 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 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. The faculty advisor guides the SNA activities within the framework of the purpose, goals, policies, and procedures of the college. Membership fee is required.

COMMUNITY STANDARDS

Carolinas 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 establish standards of professional conduct where each member of the college community has the freedom to pursue academic and curricular activities in an educational context of healthy, responsible, and respectful behavior.

Code of Student Conduct

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.

Students have the right to:

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

Students accept the responsibility for:

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

Allegations and Sanctions

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 administratively handled by the dean of student services.
- The allegation has merit and is referred to the Admission, Progression, and Graduation (APG) Committee for a formal hearing.

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

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

Honor Code

It is expected that all students promote the highest standards of ethical conduct. Students are expected to demonstrate honesty and integrity in both the classroom and clinical setting. Each student is responsible for maintaining, upholding, and promoting honesty, trust and respect for self and others. The honor code serves as the basis for student behavior and places responsibility for abiding by the code on the student. Violation of the honor code will subject a student to disciplinary action, up to and including administrative dismissal without eligibility to be readmitted. Any person who has reasonable cause to suspect a student of violation of the honor code should report the relevant facts to the dean of student services and enrollment management. Honor Code violations include:

Academic dishonesty: including but not limited to:

Cheating – Offering, providing or accepting unauthorized support or assistance in completion of any task, project, academic assignment, or test. The use or attempted use of any unauthorized information, material, or assistance in completing any assigned task, project, assignment, or test.

Plagiarism –Representing the ideas, language, or created work of another person or persons as one's own or as the College's own. (See policy for specific definition and examples). This includes violation of copyright law.

Self-Plagiarism/Multiple Submission—Copying portions of any original assignment for credit and submitting them as original work in more than one course without prior approval of the course instructor and/or duplicating submission of a prior original work without proper citation and reference of that prior work.

Falsification/Fabrication—Falsifying information for any reason or fabricating information, grade, data, citation, or reference or in completion of any project or academic assignment. Falsification or fraudulent alteration of academic or college records, including application for admission.

Complicity—Collaborating in or facilitating any of the above actions or assisting in the creation of a paper, project or other creative work that another person then presents as his or her own project, assignment or test.

Interference—Intentional interference with or alteration or destruction of another person's project, assignment, or examination.

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 patient records or communicating false information about clinical care or clinical experiences.
- Knowingly assisting others in any of the above actions

Level of honor code violation will be determined by the program director/dean/associate dean of nursing and the faculty/staff member after meeting with the student and presenting the charges and upon consultation with the dean of student services and enrollment management.

Level I Violation – This is an accidental or inadvertent violation of academic integrity that may be caused by carelessness, lack of knowledge, lack of training or other human error. Examples of this type of incident include but are not limited to failure to provide appropriate citation, inappropriate or incorrect paraphrasing, or a misunderstanding of the rules of the academic assignment.

Level II Violation – This is an intentional violation intended to provide some advantage or benefit to the student or a repeated Level I violation. Examples of this type of incident include but are not limited to those actions and behaviors identified in the academic and clinical dishonesty sections of this policy.

Level III Violation – This is an extreme violation intended to deceive the faculty/staff and subvert the academic process or a repeated Level II violation. Examples of this type of incident include but are not limited to extreme cases of cheating, plagiarism or falsifying records.

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. 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 Teammate Health for case management. If a positive test is within the first 90 days of enrollment, the student will be dismissed. Otherwise, the student will be referred to the Employee Assistance Program (EAP) 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 Teammate 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 rely upon the expertise of professionals with Teammate 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.

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 grievances 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 complaints and, when necessary, will refer the complaint to an appropriate manager. Due to the less formal nature of the verbal complaint, students may or may not receive notification of actions taken, if any. 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 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 dean of business, finance, and technology, 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, the provost and the dean of student services 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 recording 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 dean/director, the provost, 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 aid program students wear white uniforms or white tops and teal bottoms. 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.

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. Histotechnology and medical laboratory science 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 mustache 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

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

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 health assessment required as part of pre-enrollment activities, students must annually renew the TST during or 60 days before their birth month.

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 the associate in science degree, the 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 of credit with no fewer than 15 semester hours in general education.

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.

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

General Studies Courses are a substantial component of each undergraduate degree program and are designed to ensure a breadth of knowledge to promote intellectual inquiry. These courses expose students to a broader understanding of society and self, thus preparing them to develop into responsible professionals in the health sciences. These courses include those in the general education core whereby students encounter the principle areas of knowledge: humanities/fine arts, social/behavioral sciences, and natural sciences/mathematics.

Special Topics Courses, which can include emerging issues or specialized content, provide a basic exposure to skills and concepts useful to the training of health care professionals. Special topics courses may be interdisciplinary in nature.

The following table identifies courses by type, except applied courses. Not every course is offered every semester, so students should refer to the current registration bulletin for course availability. General education courses are identified in italics above.

General Studies Courses

Courses		Credits
	Communication	
COM 101	Communication	3
ENG 101	English Composition	3
ENG 240	Research and Evaluation	3
SPA 101	Elementary Spanish I	3
SPA 102	Elementary Spanish II	3
	Humanities/Fine Arts	
ENG 231	Early American Literature	3
HUM 111	Cultural Diversity	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
CHM 104	Chemistry	4
MAT 101	College Math	3
MAT 151	College Algebra	3
MAT 201	Elementary Statistics	3
	Electives	
GEN 100	Contemporary Issues	3
GEN 101	Introduction to Leadership	2
GEN 102	Leadership Development	3
GEN 103	Experiential Leadership	1

Special Topics Courses

Courses		Credits
HEA 102	Medical Terminology	2
HEA 107	Complementary Therapies	1
HEA 109	Health and Wellness	3
IDS 101	College Student Success	1

Distance Education Courses

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

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

- Web-enhanced course: A traditional course that meets in the classroom or lab for all regularly scheduled class time, but supplements the course by using web-based technology to publish course materials, facilitate discussions, extend office hours, post course grades, etc.
- Hybrid course: A 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: A course taught 100% online with no required meetings.

Credit Hours

The unit of credit measurement is the semester hour, calculated using 50 minutes of contact time. One semester credit hour is equivalent to the following online and face-to-face instructional experiences: 1) one hour of didactic instruction per week; 2) three hours of clinical or laboratory instruction per week; or 3) six hours of practicum instruction per week. All calculations are based on a standard 15-week semester 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 dean of finance, business, and technology. Auditing fees are not covered under the Carolinas HealthCare System Educational Loan Forgiveness program or other financial aid programs.

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

Course Syllabi

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

Information Literacy

Carolinas College of Health Sciences has developed a Quality Enhancement Plan (QEP), designed to enhance the information literacy skills of its graduates. Activities to accomplish this end are integrated throughout the curriculum of each academic program. The college, having adapted the information literacy standards of the Association of College and Research Libraries (ACRL) (2000) identifies the information literate student as one who:

1. Determines the nature and extent of the information needed.
2. Retrieves needed information effectively.
3. Evaluates information and its sources for currency, relevancy, and reliability.
4. Uses information to accomplish a specific purpose.
5. Uses information ethically and legally.

Plagiarism Detection and Prevention

In support of information literacy efforts, Carolinas College holds a licensing agreement for use of an electronic, web-based plagiarism detection and prevention tool. The tool helps users detect and prevent plagiarism from sites and full-text published internet sources. This tool may be used by students, voluntarily or as required with the submission of an assignment, or by faculty, to verify the originality of student work.

Attendance

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 missed. Specific course attendance requirements are identified in each course syllabus. A student may be withdrawn from a course by faculty when the allowed hours of absenteeism have been exceeded. In online and hybrid classes, the student is expected to log-on regularly; course syllabi provide specific expectations.

Withdrawal

A student voluntarily leaving a course will complete a withdrawal form with the registrar or designee. A grade of "WF" (Withdrawal/ Failing) indicates a failing grade at the last date of attendance. A "WP" (Withdrawal/Passing) indicates a passing grade as of the last date of attendance. Withdrawal during the final 25% of a term will result in a final grade of "F." The deadline for non-punitive withdrawals will be published in the registration bulletin each semester. Student absence from class does not constitute an official withdrawal.

A student voluntarily leaving the college will complete a withdrawal form with the dean of student services or designee. A grade of "WF" (Withdrawal/ Failing) indicates a failing grade at the last date of attendance. A "WP" (Withdrawal/Passing) indicates a passing grade as of the last date of attendance. 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 future readmission or progression.

A student considering changing programs should consult with the director of the current program and the dean of student services. Application for admission to the second program must be completed according to stated deadlines and admission requirements. 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 CGPA of the new program if the courses are awarded credit toward the second program.

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 and space is available. The Leave of Absence Request form is available from student services. To be eligible for a leave of absence the applicant must have a grade of "C" or better in all classes and be 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 the absence.

Satisfactory Academic Progress and Progression

Satisfactory academic progress consists of two elements: qualitative, as demonstrated by course grades, and quantitative, as demonstrated by credit hours earned as a percentage of credit hours attempted. A cumulative grade point average (CGPA) of 2.0 ("C") is the minimal measure of academic satisfactory progress toward graduation. Grades earned in courses taken elsewhere are not calculated in the CCHS CGPA, even when advanced standing credit is granted. In addition, beginning at the end of a student's second term of enrollment and thereafter, students must successfully complete 50% of the cumulative hours attempted. A grade of A, B, or C demonstrates successful completion of a course; a grade of I, 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 GPA and a new CGPA have been calculated and appear on the student transcript. A student whose CGPA is below 2.0 or who has not completed 50% of attempted credit hours (upon completion of the second term of enrollment and thereafter) will be placed on academic probation for the subsequent semester attended.

1. The 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. The 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 is expected to be at or above 2.0 and at least 50% of all attempted credit hours are to have been successfully earned (effective for credit hours attempted after the

second term of enrollment and thereafter). If not, the student will generally be academically dismissed. However, if the CGPA is still below a 2.0 but the term GPA is 3.0 or higher, the student may be allowed one additional and final term to demonstrate ability to be successful. This "second probation" period must culminate in a CGPA of 2.0 or better, or the student will be academically dismissed. A student placed on second (or extended) probation will be notified in writing of his/her status. No student will be permitted to register for class if reaching a 2.0 CGPA within two semesters of notification is not mathematically possible.

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 to 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 specific program sections.

Academic Dismissal

The lowest passing letter grade in any course is a "C." Generally, a student who earns a grade lower than "C" in a required-sequence course will be academically dismissed from the program by the provost. (Nursing and medical laboratory science exceptions are described below.) If the class in which a non-passing grade was earned is not a required-sequence course, the student may remain enrolled if the cumulative grade point average meets qualitative standards of satisfactory progress.

1. In the nursing program, in certain situations, a student failing to achieve a passing grade in a non-sequenced class may remain enrolled and progress to the next non-sequenced class, or may immediately repeat the failed class. See "Progression Policy for Nursing Program" for additional details.
2. Medical laboratory science students who earn a grade lower than "C" may remain enrolled as long as the GPA meets required thresholds and as long as the course is repeated, earning a grade of "C" or better. Only one course may be repeated.

In addition, a student who fails to successfully complete 50% of cumulative attempted credits will be academically dismissed by the provost as measured beginning with the end of the second semester of enrollment and thereafter and coupled with one or more probationary periods.

A student who fails to meet standards of satisfactory academic progress as outlined in the policy by the same name will be academically dismissed, as will a student who fails to meet prescribed course progression requirements such as the computer competency requirement or completion of required co-requisites or pre-requisites.

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 problems which conflict with safe practices and do 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 practices.
- Exhibits behavioral problems which result in unsafe clinical practices. Unsafe clinical practice is defined as a failure to assess or act appropriately on information that a majority of students at the same level would recognize as important to client health and safety and/or requiring an inordinate amount of the instructor's time in the clinical setting, thus jeopardizing adequate supervision of other students. This may result from poor judgment, inadequate preparation for client care, 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 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.
- Refuses to participate in a clinical facility investigation related to an alleged HIPAA violation or a patient safety matter.
- Violates the honor code. (See separate policy regarding alleged honor code violations.)
- Violates the code of conduct. (See separate policy regarding code of conduct.)
- Violates HIPAA policy. (See separate policy "HIPAA Privacy Student Sanctions: Corrective Action.")
- Does not maintain good financial standing. Good financial standing means tuition and fees are paid in full, or satisfactory payment arrangements have been made with the dean of business, finance and technology. Satisfactory arrangements may include deferment pending financial aid processing, or the establishment of payment arrangements. In those cases the student is expected to be compliant and timely in meeting the terms of that plan.
- Is found in possession of firearms or other weapons.
- Tests positive for alcohol/drugs according to the procedures in the Alcohol-Drug-Tobacco Use and Psychological Stability policy.

Attendance Dismissal

All students who exceed the maximum allowed absent days from class or clinical as outlined in the course syllabus, including students in non-credit programs, are subject to dismissal from the course and/or program by the instructors or provost. Absent days may include both excused and unexcused absences. When no maximum number of absences is specified, attendance dismissal may occur when a student exhibits a documented pattern of absenteeism which does not respond to progressive counseling, or if, after appropriate progressive counseling, the student exhibits a pattern of unprofessional clinical attendance, including tardiness and no-call, no-show behaviors.

Student Academic Records

The student file maintained by the college registrar is considered the primary student academic record. In accordance with the Family Educational Rights and Privacy Act (FERPA) of 1974, as amended, students may review their academic records and prevent disclosure of certain information. The record may be released to a third party only with the written consent of the student or parent of a dependent student, as defined by the Internal Revenue Service, or in certain situations involving public safety or court subpoena. For the purpose of student records, the term "student" includes all matriculating individuals 18 years of age or older. Any student 17 years of age or younger, or any dependent student whose parent requests access, will be notified of such a request in writing. All requests will be recorded in the student's file. The registrar will discuss with interested students the procedure for requesting a review of the academic file.

Student files are kept in locked, fire-proof areas with limited access. Staff granted access are trained regarding the policies governing the handling and storage of student records. Directory information including name, address, telephone number, e-mail address, date of birth, 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 signed student request, an official transcript will be issued to the designated institution or person provided financial obligations to the college have been met. A fee will be charged for each official copy. Transcripts on file from other institutions will not be released.

To assure proper record keeping, students are required to provide the registrar with changes in name, address and contact information. Legal documentation is required to change a name. Alumni are encouraged to keep the college informed of their current name, contact information, and professional status.

Grading Policy

The college uses a letter system of grading. Ranges for letter grades are determined by each program and are indicated on each course syllabus or in the program portion of this catalog/handbook. The lowest passing grade in any course in the curriculum is a letter grade of "C." 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 the student had a passing grade on the last date of attendance prior to the withdrawal/dismissal. "WF" (Withdrawal/Failing) indicates a failing grade as of 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.

Final course grades will be available online for all students at the end of each term. Grades will not be provided over the telephone.

Only an error in grade calculation is justification for change of a recorded grade. Special make-up work or an examination to change a grade already recorded is not permitted. Approved changes are communicated by the

program director/dean to the registrar. A student who believes there is a grade discrepancy should see the faculty member or program director/dean immediately.

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

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

*Not used in computation of grade point average

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.

Dean's List and Academic Awards

Students in for-credit healthcare programs and those in the pre-nursing program or general studies 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. Certificate 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 required to submit an application for graduation by the designated deadline and expected to attend the graduation exercises. Enrolled students who have maintained the highest scholastic averages are honored by being named graduation marshals. Programs that graduate students during off-cycle times may have a graduation recognition event in place of a ceremony. Upon request, these students may participate in the next scheduled ceremony.

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

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.

As mandated by the Accreditation Review Council on Education in Surgical Technology, all students will be required to take the certification exam before graduation. This computerized exam will be administered on campus during the month of April. Graduation is conditional on completion of this exam. See page 87 for details. In addition, all surgical technology students will be required to complete a total 120 surgical cases prior to graduation. See course syllabi for specific details.

GENERAL STUDIES

Program Overview

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

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

Student Outcomes

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

- Communicate effectively, either in written or oral format.
- Understand the fundamental concepts and applications of the natural and life sciences.
- Analyze and understand the influence of different environmental, social and cultural contexts in shaping human thought and behavior.
- Think critically, apply abstract concepts, and draw conclusions from course concepts.

Grading Policy

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

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

Awards and Recognition

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

Curriculum Tracks

Three curriculum tracks are offered: Pre-Nursing, Pre-Radiologic Technology, and General Studies.

Pre-Nursing

The pre-nursing track is a 12-13 semester credit hour block of classes. Students enrolled in this track have the opportunity to earn guaranteed admission into the Carolinas College School of Nursing. To be eligible for guaranteed admission, students must complete the coursework at Carolinas College within three consecutive terms of starting the program and earn a minimum 3.25 GPA for these courses. 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 conditionally admitted to the nursing program as space becomes available. The coursework includes:

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

Those who do not earn guaranteed admission may change to the general studies track to complete the associate degree.

Pre-Radiologic Technology

The pre-radiologic technology track is a 21-semester credit hour block of classes that if completed successfully, meets all of the general studies coursework for the associate of applied science in radiologic technology. Open only to those students who have been deferred in their enrollment in the radiologic technology program, successful completion includes a minimum grade of "C" in all courses and a minimum cumulative GPA of 2.5 on all coursework at Carolinas College. Those who successfully complete these requirements will start the radiologic technology program the following fall term as space becomes available. Those who do not successfully complete these requirements may change to the general studies track to complete the associate degree.

The curriculum for the pre-radiologic technology track is below:

First Term		Credits
BIO 100	Essentials of Anatomy and Physiology	4
ENG 101	English Composition	3
HEA 102	Medical Terminology	2
MAT 101	College Math	3
		Total 12

Second Term		Credits
ENG 231	Early American Literature	3
GEN 100	Contemporary Issues	3
PSY 101	General Psychology	3
		Total 9

General Studies Track

The associate of science in general studies degree will be awarded to students who successfully complete 63 semester credit hours of coursework. This program provides students with a basic understanding of the biological sciences and an opportunity to integrate liberal arts with health care education. The healthcare programs at Carolinas College have a competitive admission process. Students who are not accepted upon their first application to the program of choice have the opportunity to take college-level coursework while enrolled in the associate of science general studies program, enabling them to complete courses, which would later transfer with a change of track. Students entering the AS program may modify their course sequence to best prepare them for a particular program in anticipation of a change of track. This program can also help students prepare for transfer into advanced programs at four-year institutions leading to degrees such as pre-medicine or pre-veterinary.

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

First Term		Credits
BIO 101	Human Anatomy and Physiology I	4
ENG 101	English Composition	3
HEA 102	Medical Terminology	2
MAT 101	College Math	3
		Total 12

Second Term		Credits
BIO 102	Human Anatomy and Physiology II	4
ENG 231	Early American Literature	3
GEN 100	Contemporary Issues	3
PSY 101	General Psychology	3
		Total 13

Third Term		Credits
HEA ELE	Health Services Elective	3-6
PSY 102	Human Growth and Development	3
BIO 200	Microbiology	4
		Total 10-13

Fourth Term		Credits
SOC 101	Introduction to Sociology	3
SPA 101	Spanish I	3
COM 101	Communication	3
CHM 104	Chemistry	4
		Total 13

Fifth Term		Credits
MAT 201	Statistics	3
SPA 102	Spanish II	3
ENG 240	Research and Evaluation	3
HEA 109	Health and Wellness	3
		Total 12

Degree Requirements		Credits
General Education Courses (Identified in bold above)		52
Special Topics Courses		8-11
		Total 60-63

SCHOOL OF CLINICAL LABORATORY SCIENCES

Histotechnology

In support of the mission of the College, the mission of the School of Clinical Laboratory Sciences Histotechnology program is to provide quality education to a diverse group of students enabling them to function as competent entry-level histotechnologists and serve in leadership, educational, and technical roles within the profession.

The histotechnology program prepares professionals who are competent to perform a full range of histology laboratory techniques and who possess skills in clinical decision-making, regulatory compliance, education, management, quality assurance, and performance improvement wherever histology laboratory testing is researched, developed, or performed. The curriculum design integrates didactic lectures, student laboratory training, and supervised clinical experience in the histology laboratory of Carolinas Medical Center. The program consists of seven courses of study including histotechniques, microtomy, cryotomy, histochemistry, histology, histopathology, and professional issues, which includes education, research design, and management. The faculty/student ratio is on average one to four. Upon completion of the program, graduates receive a certificate in Histotechnology. The Carolinas College of Health Sciences Histotechnology program is applying for accreditation by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS). Eligibility to take the American Society of Clinical Pathology Board of Certification exam will depend on whether or not the program achieves "serious applicant status" before student graduation. Graduation and receipt of certificate is not contingent upon passing a certification or licensure exam.

Philosophy

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

Student Expected Outcomes (Entry-Level Competencies)

At completion of the Histotechnology program, students will:

1. Receive and accession tissue specimens.
2. Assist with and/or perform gross examination and frozen section procedures.

3. Prepare tissue specimens for microscopic examinations, including the routine procedures of fixation, processing, embedding, microtomy, and H & E staining.
4. Apply principles and perform complex procedures for processing and staining tissues, including enzyme and immunohistochemistry.
5. Recognize factors that affect procedures and results, and take appropriate action when corrections are indicated.
6. Identify tissue structures, cell components, and their staining characteristics, and relate them to physiological functions.
7. Apply process improvement methods to evaluate techniques, procedures, instruments, and methods.
8. Establish and perform preventative and corrective maintenance of equipment or instruments, as well as identify appropriate sources for repair.
9. Make decisions concerning the results of quality control and quality assurance measures and perform procedures to maintain accuracy and precision.
10. Confirm abnormal results, and develop solutions to problems concerning the generation of laboratory data.
11. Participate in laboratory compliance with applicable regulations on safety.
12. Explain the basic principles of managing people and the essential principles of laboratory operations including financial management, marketing, and human resources management.
13. Demonstrate professional behavior and interpersonal communication skills with laboratory personnel, other health care professionals, and the public.
14. Recognize and act upon individual needs for continuing education as a function of growth and maintenance of professional competence.
15. Recognize the responsibilities of other laboratory and healthcare professionals and interact with them with respect for their jobs and patient care.
16. Demonstrate ethical standards and confidentiality with patient medical information.
17. Develop instructional materials and present information using educational principles.
18. Apply principles of information literacy and research design sufficient to evaluate published studies as an informed customer and utilize information to accomplish a specific purpose.
19. Demonstrate service excellence through commitment, integrity, caring and teamwork.

Weekly Schedule

Students enrolled in the histotechnology program spend five days per week in lecture, student and clinical laboratories, or other assigned areas. The hours of instruction are Monday through Friday from 8 a.m. to 3:30 p.m. during the spring and summer semesters, and Monday through Friday from 8 a.m. to 4:30 p.m. during the fall semester.

Attendance

Promptness and attendance are expected. Students are required to be on time for class and attend lectures, student labs, and clinical assignments. Students may jeopardize their ability to successfully pass a course if they are not present and on time for class and clinical. Make-up work/time for assignments missed is the responsibility of the student and at the discretion of the faculty member. Attendance and punctuality are included in the student's affective grade in each course.

Notification of absences or tardiness is mandatory. Students must notify the histotechnology education coordinator and the program director and when applicable the clinical preceptor prior to the course start time for any unscheduled absence or tardiness. If a student is absent without proper notification more than one time, the student may be dismissed from the program.

Grading Policy

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

- A: 94 – 100
- B: 87 – 93
- C: 80 – 86
- F: below 80 (Failing)

Students must maintain a minimum course average of 80 in each course. Any student who has a course average below 80 at midterm will be required to develop an Action Plan/Plan for Success in conjunction with the education coordinator and/or program director. Failure to achieve a course average of 80 by the end of the course will result in program dismissal. A psychomotor evaluation and an affective evaluation constitute part of the student's grade. Any student who has a continual problem meeting the psychomotor or affective objectives will be placed on an action plan and if the unacceptable behavior or attitude persists, the student may be dismissed from the program. The college Admissions Progression Graduation (APG) committee will consider progression issues.

Testing Guidelines

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

Certification

Graduates of the program receive a certificate in Histotechnology. Graduation and receipt of certificate is not contingent upon passing a certification or licensure exam. The Carolinas College of Health Sciences Histotechnology program is applying for accreditation by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS). Eligibility to take the American Society of Clinical Pathology Board of Certification exam will depend on whether or not the program achieves "serious applicant status" before student graduation.

Curriculum

The curriculum for the certificate program in histotechnology is below:

First Term		Credits
HTL 206	Professional Issues	3
HTL 210	Histotechniques	8
HTL 230	Microtomy/Cryotomy	15
		Total 16

Second Term		Credits
HTL 220	Histochemistry	6
HTL 240	Microtomy/Cryotomy II	4
		Total 10

Third Term		Credits
HTL 250	Histology/Histopathology	5
HTL 260	Histotechnology Clinical	13
		Total 18

Certificate Requirements		Credits
Histotechnology Applied Courses		44

SCHOOL OF CLINICAL LABORATORY SCIENCE

Medical Laboratory Science

In support of the mission of the college, the mission of the School of Clinical Laboratory Sciences, Medical Laboratory Science program is to provide quality education to a diverse group of students enabling them to function as competent entry-level medical laboratory scientists and serve in leadership, educational, and technical roles within the profession.

The curriculum is designed to develop critical thinking skills by integrating theoretical concepts with clinical laboratory training. The program consists of six courses containing didactic lectures and supervised education in the clinical laboratories of chemistry, hematology, immunohematology, immunology, microbiology, and the special studies of phlebotomy, professional development, education, research design, and management. The twelve-member class is divided into cohort groups typically consisting of four students per group. In each course, a designated faculty member is responsible for curriculum development, instruction, and evaluation of student progress. The courses include didactic lectures, student laboratory training, and consecutive clinical experiences. Didactic lectures and student laboratory training take place at Carolinas College, with clinical experiences conducted in the laboratories of Carolinas Medical Center. On average, during the clinical rotations the faculty/student ratio is one to two. Graduates of the program receive a certificate in medical laboratory science and are eligible to take the Medical Laboratory Scientist (MLS) examination from the American Society of Clinical Pathology Board of Certification and be certified as medical laboratory scientists. Graduation and receipt of certificate is not contingent upon passing a certification or licensure exam.

Philosophy

The medical 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 patient information with respect and confidentiality within the limits of the laws; pursue continuing education; and educate the healthcare community and the public concerning the importance of the medical laboratory.

Student Expected Outcomes (Entry-Level Competencies)

At completion of the medical laboratory science program, students will be able to:

1. Obtain acceptable samples for laboratory tests using standard phlebotomy procedures.
2. Perform and evaluate pre-analytical, analytical, and post analytical procedures to ensure quality laboratory results. Perform and analyze results in the major areas of the clinical laboratory such as clinical chemistry, hematology, coagulation, immunohematology, microbiology, clinical immunology, and molecular pathology.

3. Explain the clinical significance of laboratory procedures and test results in the diagnosis and treatment of disease and maintenance of health.
4. Prioritize and perform multiple tasks for optimal patient care and efficiency.
5. Evaluate quality control measures and quality assurance practices instituting proper procedures to maintain the accuracy, precision, and reliability of laboratory test results.
6. Evaluate patient results in relation to quality control measures and correlate patient testing information from different laboratory departments.
7. Demonstrate appropriate entry-level clinical decision-making skills when solving problems occurring while performing laboratory procedures.
8. Perform preventive and corrective maintenance of equipment and instruments.
9. Participate in laboratory compliance with applicable regulations on safety, quality assurance, and process improvement.
10. Develop instructional materials and present information using educational principles.
11. Demonstrate professional behavior and interpersonal communication skills with laboratory personnel, other health care professionals, and the public.
12. Demonstrate ethical standards and confidentiality with patient medical information.
13. Explain the basic principles of managing people and the essential principles of clinical laboratory operations including financial management, outreach marketing, human resources management, laboratory accreditation, and total quality management.
14. Explain the general principles of information management in using healthcare delivery systems to produce documents, research information, communicate with others, and effectively enter and retrieve laboratory information.
15. Apply principles of information literacy and research design sufficient to evaluate published studies as an informed customer and utilize information to accomplish a specific purpose.
16. Explain principles used to validate new techniques, instruments, and procedures in terms of their usefulness and practicality including constraints of laboratory personnel, equipment, space and budgetary resources.
17. Recognize and act upon individual needs for continuing education as a function of growth and maintenance of professional certification.
18. Demonstrate service excellence through commitment, integrity, caring and teamwork.

Weekly Schedule

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

Academic Calendar for the Medical Laboratory Science Program

	2013-14	2014-15
New Student Orientation	Aug 12-13	Aug 11-12
Program Orientation/Classes Begin	Aug 13	Aug 12
Holiday – College Closed	Sep 2	Sep 1
Holiday – College Closed	Nov 28-29	Nov 27-28
Fall Commencement	Dec 13	Dec 12
Winter Break	Dec 21-Jan 1	Dec 22-Jan 2
Holiday – College Closed	Dec 25	Dec 25-26
Holiday – College Closed	Jan 1	Jan 1-2
New Student Orientation	Jan 2-3	Jan 5-6
Program Orientation/Classes Begin	Jan 3	Jan 6
Holiday – No Classes	Jan 20	Jan 19
Holiday – College Closed	Apr 18	Apr 3
Holiday – No Classes	Apr 21	Apr 6
Holiday – College Closed	May 26	May 25
Holiday – College Closed	Jul 4	Jul 3
Program Completion & Awards Ceremony	Aug 1	Aug 7

Attendance

Promptness and attendance are expected. Students are required to be on time for class and attend lectures, student labs, and clinical assignments. Students may jeopardize their ability to successfully pass a course if they are not present and on time for class and clinical. The students, in conjunction with course faculty members, keep an official time and attendance record. Make-up work/time for assignments missed is the responsibility of the student and at the discretion of the faculty member. If possible, the time should be made-up in the department where the absence(s) occurred. Any student exceeding 32 hours of absent time must meet with the program director to develop a plan to avoid being deficient at the end of the program. Maximum time missed from the program is 40 hours.

Notification of absences or tardiness is mandatory. Students must notify the course faculty member and the program director and when applicable the clinical preceptor prior to the course start time for any unscheduled absence or tardiness. If a student is absent without proper notification more than one time, the student may be dismissed from the program. Punctuality is very important. If a student is tardy more than 6 times, 6 hours will be subtracted from the allowed absent time. If tardiness continues, the student may be considered for dismissal. Attendance and punctuality are included in the student's affective grade in each course. Attendance and punctuality may be documented on any future job reference the faculty or program director writes for the student.

Grading Policy

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

- A: 94 – 100
- B: 87 – 93
- C: 80 – 86
- F: below 80 (Failing)

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 the course rotation will be required to develop an Action Plan/Plan for Success in conjunction with the faculty member of the course. 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 completion of the course, academic dismissal may occur. The college Admissions Progression Graduation committee (APG) will consider progression issues. The student may repeat only one course in the medical laboratory science program.

An affective evaluation constitutes 10 percent of the student’s cumulative grade in each course. In courses greater than 8 weeks in length, the faculty will provide a midpoint evaluation and final graded evaluation at the conclusion of the course. Any student who has a continual problem will be counseled. If the unacceptable attitude or behavior persists, the program director will make a recommendation to the APG committee for possible dismissal from the program.

Testing Guidelines

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

Certification

Graduates of the program receive a certificate in medical laboratory science and are eligible to take the Medical Laboratory Scientist (MLS) examination from the American Society of Clinical Pathology Board of Certification and be certified as medical laboratory scientists. Graduation and receipt of certificate is not contingent upon passing a certification or licensure exam. The program director will supply students with exam application information.

Awards and Recognition

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

Curriculum

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

		Credits
MLS 201	Clinical Chemistry	12
MLS 202	Hematology/Coagulation/Clinical Microscopy	11
MLS 203	Immunohematology (Blood Bank)	8
MLS 204	Clinical Immunology	3
MLS 205	Clinical Microbiology	13
MLS 206	Special Studies (Phlebotomy) (Professional Development) (Education) (Research Design and Analysis) (Management)	4
		Total 51

Certificate Requirements

	Credits
Medical Laboratory Science Applied Courses	51

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 accepts the responsibility for guiding and directing the student and creating an environment conducive to learning while recognizing the experiences and needs of each student. The faculty serves as educators, facilitators, mentors, consultants, role models, and colleagues to students as well as the community.

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-Randolph
- CMC-Mercy
- CMC-Myers Park
- CMC-Pineville
- Substance Abuse Center
- Levine Children's Hospital
- MEDIC - Mecklenburg EMS Agency

Clinical/Lab Attendance

Clinical/lab experiences are provided each semester to allow students the opportunity to correlate theory with 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;
- Demonstrate how the skill is performed within a specified time frame, and
- While performing the skill, identify nursing responsibilities for the client.

Clinical Evaluation

A clinical evaluation tool is designed for each course and is used by the faculty and student to appraise the student's performance. Each student will receive weekly feedback, verbally and/or in writing. Self-evaluation by students is required. The clinical evaluation tool serves as a means for documenting strengths, weaknesses, and progress of the student in meeting the clinical 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 will review the statistical analysis of individual test items as well as other significant issues prior to posting test grades. Decisions to exclude or keep a test item are at the discretion of the course faculty.

Test Review

Test reviews will be held to allow students the opportunity to review their performance. Faculty is 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. If the designated score is achieved on the identified test, then no further action will be required. If the designated score is not achieved, an individualized remediation plan will be developed. The remediation plan must be completed and submitted to course faculty prior to course completion and the identified CAP test will be retaken. To successfully complete the CAP test requirement of a course the student must either achieve the designated score on the first attempt or complete the required remediation and complete a second attempt on the identified CAP test. After the second attempt on required CAP tests for a course, the course requirement has been achieved.

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 studies 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 be eligible to 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.

School of Nursing Clinical Excellence Awards

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

Licensure

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

Curriculum

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

First Term		Credits
NUR 100	Nursing Medical Terminology	1
NUR 101	Nursing Fundamentals	8
BIO 101	Human Anatomy and Physiology I	4
MAT 101	College Math	3
		Total 16

Second Term		Credits
NUR 151*	Adult Health	4
NUR 152*	Adult Health	4
BIO 102	Human Anatomy and Physiology II	4
PSY 102	Human Growth and Development	3
		Total 15

Third Term		Credits
NUR 153*	Child & Adolescent Health	4
BIO 200	Microbiology	4
PSY 101	General Psychology	3
		Total 11

Fourth Term		Credits
NUR 154*	Maternal-Neonatal Health	4
NUR 155*	Behavioral Health	4
SOC 101	Introduction to Sociology	3
ENG 101	English Composition	3
		Total 14

Fifth Term		Credits
NUR 202	Advanced Nursing	9
HUM ELE	200-Level Humanities Course	3
ELE	Elective	3
		Total 15



Degree Requirements

Credits

Nursing Applied Courses

38

General Education Courses (identified in **bold** 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 semester credit hours toward graduation requirements representing NUR 100 and NUR 101. Students must have completed all of the general studies requirements up to their entry point including at least BIO 101, MAT 101, and all fundamental nursing progression requirements.

SCHOOL OF MEDICAL IMAGING

Radiation Therapy

The radiation therapy program is a one-year certificate 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. Program faculty members serve as educators, facilitators, mentors, consultants, role models, and colleagues. We will support, encourage, and challenge the student to achieve professional growth through the acquisition of technical knowledge and to expect personal growth through touching the lives of the very special patients entrusted to their care.

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

Mission and Goals

The mission of the radiation therapy program is to provide students with an education that allows them to develop their skills, expand their knowledge, and become competent, entry-level radiation therapists.

- The goals of the program are to provide the radiation therapy community with graduates that:
- Competently administer prescribed courses of treatment.
- Employ critical thinking to solve problems.
- Utilize effective communication skills.
- Exhibit professional behaviors.

Clinical Activities and Supervision

Students are assigned to clinical rotations to provide a variety of experiences, to provide consistency, and to promote achievement of clinical objectives. Students 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 assignments 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.

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. The student may revoke the declaration via written notification at any time without explanation.

Grading Policy

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

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

The final course grade 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.

Awards and Recognition

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

Certification

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

Curriculum

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

First Term		Credits
RTT 210	Introduction to Radiation Therapy Procedures	3
RTT 215	Oncology Nursing and Patient Care	3
RTT 220	Oncology I	3
RTT 230	Radiation Therapy Physics	4
RTT 240	Radiation Therapy Practicum I	4
		Total 17

Second Term		Credits
RTT 211	Quality Management	2
RTT 221	Oncology II	3
RTT 231	Dosimetry	4
RTT 241	Radiation Therapy Practicum II	4
RTT 250	Radiation Biology and Health Physics	3
		Total 16

Third Term		Credits
RTT 222	Oncology Decisions	3
RTT 232	Treatment Planning	3
RTT 242	Radiation Therapy Practicum III	3
RTT 260	Research	1
RTT 270	Radiation Therapy Seminar	3
		Total 13

Certificate Requirements		Credits
Radiation Therapy Applied Courses		46

SCHOOL OF MEDICAL IMAGING

Radiologic Technology

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

Philosophy

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

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

We believe in developing the whole person through the integration of concepts and values derived from general 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
- Mecklenburg Medical Group

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 by phone in advance of an absence. Leaving prior to the end of clinical schedule or missing labs counts as absent time.

Clinical Assignments/Preparation

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

Competency Evaluation/Skills

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

Competency/skills requirements are identified in the clinical notebook. Students must demonstrate competence in all 31 mandatory radiologic procedures and 15 of the 35 elective procedures. All procedures should be performed on patients, but up to 8 of the 31 mandatory procedures may be simulated if competency demonstration on patients is not feasible. Elective procedures should be performed on patients but simulated demonstration is permissible if demonstration on a patient is not possible or feasible. Students must demonstrate competency in 6 general patient care activities. All competency demonstrations, patient care skills, and clinical education will be performed under the direct supervision of a registered radiologic technologist. To ensure that each student is actively participating in radiographic examinations and obtaining educational experience beyond the core competencies, the student is required to obtain a minimum number of competencies each semester in order to receive a satisfactory clinical score.

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

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

Clinical Evaluation

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

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

Supervision During Clinical Assignments

All medical imaging procedures will be performed under the direct supervision of a qualified 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
- 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. "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. This will include a radiation monitoring badge, class and lab education sessions, direct supervision in clinical rotations, clinical site orientations, and additional measures stated in the radiation safety policies. All students are required to wear radiation monitors for clinical and laboratory assignments.

Student Pregnancy Policy

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

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

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

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

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

Following the counseling session with the 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: 94 - 100
- B: 87 - 93
- C: 80 - 86
- D: 73 - 79
- F: below 73

Testing Guidelines

All examinations are the property of the program. Students are allowed to use exams (excluding final comprehensive exams) for reviews at times and places designated by the faculty. All exam situations are monitored to provide security and enhance the testing environment. Conversation is not allowed during the testing period. All exams are timed according to the number of questions on each exam. No. 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 on the information portal following each exam. Faculty will be available for individual test reviews.

Certification

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

Awards and Recognition

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

Curriculum

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

First Term		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 14

Second Term		Credits
RAD 111	Applied Radiography II	6
RAD 112	Radiation Physics	3
ENG 101	English Composition	3
		Total 12

Third Term		Credits
RAD 113	Applied Radiography III	6
RAD 114	Imaging I	3
		Total 9

Fourth Term		Credits
RAD 210	Applied Radiography IV	6
RAD 212	Imaging II	4
ENG 231	Early American Literature	3
		Total 13

Fifth Term		Credits
RAD 203	Radiation Protection	3
RAD 213	Applied Radiography V	4
PSY 101	General Psychology	3
GEN 100	Contemporary Issues	3
		Total 13

Degree Requirements		Credits
Radiologic Technology Applied Courses		40
General Education Courses (identified in bold above)		19
Special Topics Courses		2
		Total 61

SCHOOL OF SURGICAL TECHNOLOGY

The surgical technology program offers the following options: a one-year diploma program, a two-year associate of applied science degree, or a diploma-to-AAS bridge program. Each one of these options 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 required to join the Association of Surgical Technologists (AST). This membership fee will be billed along with other college fees at the start of the second term of enrollment in the program.

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)
- CMC-University
- CMC-Mercy
- CMC-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. 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 contract; 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 No. 2 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 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 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.

Awards and Recognition

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 Highest Scholastic Achievement in Surgical Technology Award.

Certification

All students will be required to take the NBSTSA certification prior to graduation. This exam will be administered on the campus at or near the completion of the final semester. The fee for this exam will be included along with the graduation fees. Graduates who successfully complete the electronic examination are recognized as Certified Surgical Technologists.

Curriculum

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

First Term		Credits
ENG 101	English Composition	3
BIO 101	Human Anatomy & Physiology I	4
HEA 102	Medical Terminology	2
MAT 101	College Math	3
		Total 12

Second Term		Credits
BIO 102	Human Anatomy & Physiology II	4
GEN 100	Contemporary Issues	3
PSY 101	General Psychology	3
ENG 231	Early American Literature	3
		Total 13

Third Term		Credits
SUR 101	Fundamentals of Surgical Care	8
		Total 8

Fourth Term		Credits
SUR 102	Care Concepts for Surgical Procedures I	11
SOC 101	Introduction to Sociology	3
		Total 14

Fifth Term		Credits
SUR 201	Care Concepts for Surgical Procedures II	11
BIO 200	Microbiology	4
		Total 15

Degree Requirements		Credits
Surgical Technology Applied Courses		30
General Education Courses (identified in bold above)		30
Special Topics Courses		2
		Total 62

The curriculum for the diploma in surgical technology program is below:

First Term		Credits
SUR 101	Fundamentals of Surgical Care	8
HEA 102	Medical Terminology	2
		Total 10

Second Term		Credits
SUR 102	Care Concepts for Surgical Procedures I	11
BIO 100	Essentials of Anatomy & Physiology	4
		Total 15

Third Term		Credits
SUR 201	Care Concepts for Surgical Procedures II	11
BIO 200	Microbiology	4
		Total 15

Diploma Requirements		Credits
Surgical Technology Applied Courses		30
General Education Courses (identified in bold above)		8
Special Topics Courses		2
		Total 40

AAS Bridge Option

Students who have completed a diploma program in surgical technology or who are certified surgical technologists are awarded 32 semester credit hours toward graduation requirements for the associate of applied science degree representing HEA 102, SUR 101, SUR 102, and SUR 201. Students must complete the remaining general education and special topics courses to earn the degree.

CONTINUING EDUCATION

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

Anesthesia Technician Program

This 36-week, non-credit program culminates in eligibility to sit for the American Society of Anesthesia Technologists and Technicians (ASATT) certification exam. This program is open to those who have successfully completed high school or the equivalent and who have work experience as an anesthesia technician. Students enrolled in this non-credit program take the following courses: ATC 102, ATC 105, ATC 106, ATC 108, ATC 110, and ATC 114.

Anesthesia technicians are members of a surgical team that provides care to the perioperative patient under the immediate direction of certified registered nurse anesthetists (CRNAs), anesthesiologist assistants and anesthesiologists. Instruction in the program is offered through online/distance learning and in-class modules. Students who earn certification will have the competence and capability to continue with clinical advancement in a perioperative or private practice surgical setting.

Healing Touch

Healing Touch is a nursing-based continuing education program for registered nurses, physicians, body therapists, counselors, psycho-therapists, other health professionals, and individuals desiring an in-depth understanding and practice of healing work using energy based concepts. Carolinas College of Health Sciences offers Levels 1-3 of the 6-course Healing Touch Program. The national Healing Touch Program is accredited as a provider of continuing nursing education by the American Nurses Credentialing Center's COA. Healing Touch Program is approved by the National Certification Board for Therapeutic Massage and Bodywork (NCBTMB) as a continuing education provider. (Provider number 150588-00.) Healing Touch Program is endorsed by the American and Canadian Holistic Nurses Associations. Students in this non-credit program take the following courses: CON 042, 043, and 044. The following courses are sponsored by the National Healing Program office and are offered as needed: CON 045, 046, 047, and 048.

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.

Infusion (IV) Therapy

This non-credit, IV refresher/orientation workshop is offered several 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.

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.

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 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:

P: 77-100

F: 76 & below

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:

P: 77-100

F: 76 & below

Pastoral Psychotherapy

Participants who complete Integrative Pastoral Psychotherapy, Spiritual Formation in Pastoral Psychotherapy, Pastoral Theological Method in Pastoral Psychotherapy, and Pastoral Diagnosis in Pastoral Psychotherapy workshops will receive a certificate of completion in Integrative Pastoral Psychotherapy. These courses are offered in partnership with the Carolinas HealthCare System Department of Pastoral Care and Education. Each course offers 4.5 CEUs (equivalent to 45 class hours). Students in this non-credit program take the following courses: CON 030, 031, 032, 033, and 034.

Phlebotomy

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

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

Attendance

Time missed must be made up within the designated duration and hours of the course. If more than 12 hours are missed, the student may be 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 three tardies can result in dismissal from the program.

Grading

The numerical range for course grades:

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

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

Specialist in Blood Bank Technology/Transfusion Medicine

This non-credit 12-month online Specialist in Blood Bank Technology/Transfusion Medicine (SBBT/TM) program is for individuals currently employed in the blood bank field. The program provides a classroom-type experience utilizing a web-based course management system to deliver didactic content. Students are not required to travel to campus. All lectures, assignments, and cognitive examinations are completed online. Clinical work and practical exams are completed at clinical sites (blood center, transfusion service, and reference lab) contracted by the students. Students enrolled in this non-credit program take two courses: SBB 010 followed by SBB 020. SBB 010 is offered August to December and SBB 020 is offered December to August of each year. Students must successfully complete SBB 010 before advancing to SBB 020. Upon successful completion of both courses in the program, graduates are awarded a certificate of completion in Specialist in Blood Bank Technology. Students successfully completing this program and the separate Specialist in Blood Banking (SBB) national exam administered by the American Society of Clinical Pathology (ASCP) will be prepared to assume positions as administrators, managers, supervisors, technical specialists, clinical researchers, or instructors in a hospital, blood center, government agency, or health care organization. Graduation and receipt of certificate is not contingent upon passing a certification or licensure exam.

The Carolinas College SBBT/TM program is currently not accredited. The program is applying for accreditation from the Commission on Accreditation of Allied Health Education Programs (CAAHEP) upon the recommendation of the American Association of Blood Bank's Committee on Accreditation of Specialist in Blood Bank Technology Schools (CoA-SBBT). Eligibility to take the ASCP SBB certification examination will depend on whether or not the program achieves accreditation. Students may be eligible to sit for the exam following Route 2 for SBB certification. See the ASCP website for details on eligibility.

Program Goals

- To prepare competent entry-level Specialists in Blood Bank Technology/Transfusion Medicine in the cognitive, psychomotor, and affective learning domains.
- To develop and maintain a master curriculum that meets the Standards of the American Association of Blood Banks (AABB) Committee on Accreditation of Specialist in Blood Bank Technology Schools (CoA-SBBT).
- To prepare graduates who possess the cognitive knowledge necessary to successfully pass the American Society of Clinical Pathology (ASCP) Specialist in Blood Banking (SBB) Board of Certification (BOC) exam

Grading Policy

The numerical range for course grades:

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

All students must have a grade average equal to at least a "C" (77) for the didactic section and demonstrate satisfactory affective and psychomotor performance as outlined in the course syllabi. Students will be evaluated periodically during each course in the program and an Action Plan will be developed as necessary to ensure student success.

Attendance

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

Testing Guidelines

All cognitive examinations are completed online. Practical exams consisting of unknown samples and case studies will be mailed to each student. Academic integrity is essential. Students are held to the highest standards of ethical conduct. Students are expected to demonstrate honesty and integrity in both the online and clinical setting. All examinations are property of Carolinas College of Health Sciences and are not to be distributed to individuals outside the program.

Certificate

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

Wound Treatment Associate (WTA©)

This 21-hour, non-credit course was developed to meet the growing need for skilled wound care providers across health care settings, including the military, and to enhance nurses' ability to provide optimal care for patients with acute and chronic wounds as members of a collaborative wound care team. This course is geared towards non-specialty licensed nurses and endorsed by the Wound, Ostomy, and Continence Nurses (WOCN®) Society. Students in this course enroll in CON 007.

Basic Phlebotomy Skills for Healthcare 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 receive a competency checklist as well as a personal skills assessment. This class is available several times per year as requested by departments within Carolinas HealthCare System. This course offers 6.5 hours of continuing education credits. Students in this course enroll in CON 011.

Continuing Education Courses

All continuing education and non-credit courses are listed below with descriptions in the Course Descriptions section of the catalog/student handbook.

Professional Skills Courses

ATC 002	Anesthesia-related Basic Anatomy & Physiology
ATC 005	Anesthesia-related Basic Pharmacology
ATC 006	Anesthesia Machines, Medical Gases and Scavengers
ATC 008	Clinical Monitoring
ATC 010	Critical Care Procedures
ATC 014	Survey of Perioperative Administration
CON 002	Nurse Aide I
CON 003	Nurse Aide II
CON 010	Phlebotomy
CON 011	Basic Phlebotomy Skills for Healthcare Professionals
CON 012	Phlebotomy Skills Update
CON 020	Infusion (IV) Therapy
CON 021	Healthcare Transporter
CON 022	Sterile Processing
CON 037	Healthcare Ethics for Chaplains
CON 038	Anatomy & Physiology Refresher
CON 039	Health and Wellness
SBB 010	Specialist in Blood Bank Technology/Transfusion Medicine I
SBB 020	Specialist in Blood Bank Technology/Transfusion Medicine II

Seminars, Workshops, and Conferences

CON 024	Nurses Role in Diabetes Self-Management
CON 025	Radiation Therapy Seminar
CON 099	Continuing Education Workshop

Integrative Medicine Courses

CON 030	Integrative Pastoral Psychotherapy
CON 031	Spiritual Formation in Pastoral Psychotherapy
CON 032	Pastoral Theological Method in Pastoral Psychotherapy
CON 033	Pastoral Diagnosis in Pastoral Psychotherapy
CON 034	Brief Solution-Focused Pastoral Psychotherapy
CON 040	Introduction to Integrative Medicine
CON 041	Introduction to Healing Touch
CON 042	Healing Touch Level I
CON 043	Healing Touch Level II
CON 044	Healing Touch Level III
CON 045	Healing Touch Level IV
CON 046	Healing Touch Level V
CON 047	Healing Touch Advanced Practice Workshop I
CON 048	Healing Touch Advanced Practice Workshop II

COURSE DESCRIPTIONS

ATC 002: Anesthesia-related Basic Anatomy and Physiology

This non-credit course provides a review of the basic physiology and the anatomical structures relevant to procedures in anesthesia.

ATC 005: Anesthesia-related Basic Pharmacology

This non-credit course provides an overview of basic pharmacology designed to improve the understanding and proficiencies of the anesthesia support staff.

ATC 006: Anesthesia Machines, Medical Gases, and Scavengers

This non-credit course is designed to improve the understanding and proficiency of the staff providing anesthesia technical support in anesthesia machines, medical gases, and scavengers.

ATC 008: Clinical Monitoring

This non-credit course is designed to improve the understanding and proficiency of the staff providing anesthesia technical support in basic and advanced monitoring equipment and techniques used in conjunction with anesthesia.

ATC 010: Critical Care Procedures

This non-credit course is designed to improve the understanding and proficiency of anesthesia support staff in basic and advanced critical care procedures used in anesthesia.

ATC 014: Survey of Perioperative Administration

This non-credit course will provide an introduction to the various responsibilities that are required of perioperative supervisors and managers. Topics will include materials management, staffing, budgeting, regulatory compliance, and quality improvement.

BIO 100: Essentials of Anatomy and Physiology

Credits: 4 (3 Class, 1 Lab) An abbreviated one-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. This general studies class fulfills a natural sciences/mathematics requirement for students enrolled in a degree program. Prerequisite: One unit high school biology.

BIO 101: Human Anatomy and Physiology I

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

BIO 102: Human Anatomy and Physiology II

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

BIO 200: Microbiology

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

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.

CHM 104: General Chemistry

Credits: 3 (3 Class) An introductory course on the fundamental concepts of chemistry. Topics include measurements, matter, energy, atomic and molecular structure, bonding, nomenclature, chemical reactions, stoichiometry, acids, bases, buffers, solutions, equilibria, basic organic chemistry and basic biochemistry.

CHM 104L: General Chemistry Lab

Credits: 1 (1 Lab) An introductory laboratory course designed to develop laboratory skills and reinforce the principles and concepts taught in CHM 104. The student will learn about the nature of compounds and examine the fundamental postulates and laws of chemistry.

COM 101: Communication

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

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 007: Wound Treatment Associate

This non-credit course prepares nurses to function as an integral member of the wound care team to support and extend the role of the WOC specialty nurse. This course explores daily patient monitoring, pressure ulcer prevention and basic wound management to improve outcomes for patients.

CON 010: Phlebotomy

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

CON 011: Basic Phlebotomy Skills for Health Care Professionals

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

CON 012: Phlebotomy Skills Update

This non-credit course is designed as a 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 (IV) 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: Healthcare Transporter

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. This course is offered on an as-needed basis.

CON 025: Radiation Therapy Seminar

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

CON 030: Integrative Pastoral Psychotherapy

This non-credit course is an introduction to the biological, psychological, systemic, and spiritual model of pastoral psychotherapy. Counseling theory, techniques, and clinical use of self are addressed through a collaborative perspective which integrates the literature of psychotherapy, medicine, body energy, cybernetics, systems, theology, and spirituality. The teaching is drawn from psychotherapy supervision, medicine (psychiatry, sleep medicine, and collaborative family medicine) as well as healing touch. This course is designed to meet requirements of the American Association of Pastoral Counselors.

CON 031: Spiritual Formation in Pastoral Psychotherapy

Spiritual formation occurs uniquely within everyone whether or not it is intentional. This non-credit course is designed to help participants 1) understand patterns and expression of this development in the participant and the ones whom they serve, and 2) learn how pastoral psychotherapists might integrate the skills and interventions used by spiritual directors within their own clinical context. This course is designed to meet requirements for the American Association of Pastoral Counselors Fellow Body of Knowledge.

CON 032: Pastoral Theological Method in Pastoral Psychotherapy

This non-credit course is an introduction to methods for integrating theological reflection and pastoral psychotherapy. Participants survey the historical and theological foundations for pastoral psychotherapy, its grounding and contextualization in congregational and specialized ministry, and its critical relationship to behavior and other sciences. Students will relate various methods to contemporary and inter-cultural contexts. Methods for critical reflection and decision-making will be applied to case studies and psychotherapy to foster the student's own theological method. This course is designed to meet requirements for the American Association of Pastoral Counselors Fellow Body of Knowledge.

CON 033: Pastoral Diagnosis in Pastoral Psychotherapy

This non-credit course is designed to assist students in their ability to assess persons and systems utilizing learning style, developmental theory, systems, cybernetics, resiliency, and psychopathology as described in the DSM-IV-TR. Treatment strategies will be applied through case studies to religious understandings of persons, functional theological norms, and pastoral roles and tasks. This course meets the requirements for the American Association of Pastoral Counselors Fellow Body of Knowledge.

CON 034: Brief Solution-Focused Pastoral Psychotherapy

This non-credit course is an introduction to time-limited psychotherapy. This approach is needed in many clinical settings. According to the Greenberg-Quinlan Report (2000), Americans overwhelmingly want a psychotherapist who respects and works with them utilizing the resources of their faith. This course addresses how pastoral psychotherapists can maintain systemic contextualization, clinical focus and depth, theological integrity, and life stewardship in the short term therapeutic situations.

CON 037: Health Care Ethics for Chaplains

This non-credit course will help prepare chaplains whose job requires them to consult with patients, families and staff about moral and spiritual questions related to healthcare decision making, to provide education about advance directive documents and/or to serve on an ethics committee. It will help students enrolled in clinical pastoral education learn about and integrate the knowledge of medical ethics into spiritual care practice. This is a six-week hybrid course with three online modules and one face-to-face meeting that will be scheduled based on the location of the participants.

CON 038: Anatomy and Physiology Refresher

This 16-week non-credit course is a refresher of system-based basic human anatomy and physiology offered as a self-paced online course. It is designed for medical coders but is open to anyone wishing to review basic anatomy and physiology.

CON 039: Health and Wellness

This non-credit course will provide a general overview of the physical, social, emotional, spiritual, and environmental dimensions of health and their applications to personal wellness. This course also offered for academic credit as HEA 109.

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. Continuing education credit is offered through the national healing touch program.

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. Continuing education credit is offered through the national healing touch program. Prerequisite: CON 042.

CON 044: Healing Touch Level III

This non-credit course leads to a certificate of completion in Healing Touch (HT) which incorporates a variety of basic to advanced healing modalities. The program is sequenced in 6 levels allowing participants to move from beginner to advanced practitioner, expert and instructor. Certification as a healing touch practitioner and instructor is available on application following completion of course work and additional requirements. Add as last sentence: Continuing education credit is offered through the national healing touch program. Prerequisite: CON 043.

CON 045: Healing Touch Level IV

Carolinas College of Health Sciences coordinates the Level IV Healing Touch retreat which is sponsored by the national Healing Touch Program office. It is offered on an as-needed basis. Participants who complete this level achieve the designation of "Healing Touch Apprentice".

CON 046: Healing Touch Level V

Carolinas College of Health Sciences coordinates the Level V Healing Touch retreat which is sponsored by the national Healing Touch Program office. It is offered on an as-needed basis. Participants who complete this level achieve the designation of "Healing Touch Practitioner".

CON 047: Healing Touch Advanced Practice Workshop I

Carolinas College of Health Sciences coordinates the Healing Touch Advanced Practice Workshop I which is sponsored by the national Healing Touch Program office. It is offered on an as-needed basis.

CON 048: Healing Touch Advanced Practice Workshop II

Carolinas College of Health Sciences coordinates the Healing Touch Advanced Practice Workshop II which is sponsored by the national Healing Touch Program office. It is offered on an as-needed basis.

CON 099: Continuing Education Workshop

This non-credit course is reserved for a faculty development workshops offered as a one-time-only program. The dates and topics will vary.

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 studies class fulfills a humanities/fine arts requirement for students enrolled in a degree program. Prerequisite: ENG 101.

ENG 240: Research and Evaluation

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

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

[GEN 101: Introduction to Leadership](#)

Credits: 2 (2 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 studies 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 studies class fulfills an elective requirement for students enrolled in a degree program.

[GEN 103: Experiential Leadership](#)

Credits: 1 (1 Class) This is an experiential leadership component or project to be combined with GEN 101 to allow students to put personal leadership discoveries into practice. This course is not intended to be taken alone.

[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.

[HEA 109: Health and Wellness](#)

Credits: 3 (3 Class) This course will provide a general overview of the physical, social, emotional, spiritual, and environmental dimensions of health and their applications to personal wellness. This course also offered for continuing education units as CON 039.

[HUM 111: Cultural Diversity in Healthcare](#)

Credits: 3 (3 Class) The purpose of this course is to provide an introduction to the knowledge, skills, and practices necessary for an appreciation of cultural diversity. The major concepts, theories, and models that contribute

to understanding of and improved communication between persons from different ethnic, racial, religious, and cultural backgrounds will be discussed. Specifically, the course will increase students' levels of awareness, acceptance, and understanding of the role of culture on healthcare perceptions.

HTL 206: Professional Issues

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

HTL 210: Histotechniques

Credits: 8 (5 Class, 3 Clinical) This course provides an introduction to histology laboratory operation, the professional responsibilities of the histotechnologist, and the principles of routine histologic techniques. Emphasis is placed on organization, terminology, specimen accession, record keeping, quality assurance, OSHA regulations, quality improvement, principles and concepts of medical ethics and legal issues. Basic histological techniques on gross dissection, fixation, tissue processing, embedding, decalcification, and applied laboratory techniques will be covered in lecture and laboratory sessions. Upon completion of the course, students should be able to dissect, process, embed and section high quality tissue sections and meet the requirements and responsibilities of the daily operation of a histopathology laboratory. Prerequisite: Admission to the histotechnology program.

HTL 220: Histochemistry

Credits: 6 (4 Class, 2 Clinical) This course encompasses essential theoretical principles and practical aspects of histochemical techniques. Emphasis is placed on special staining applications, theories of staining and dyes, immunohistochemical techniques, antibodies, protein expressions, cytology preparation techniques and case studies. Upon completion students will perform special stains, troubleshoot staining problems, evaluate stain selections and applications, select appropriate control tissues for IHC / ISH applications and perform advanced / emerging technologies. Prerequisite: Admission to the histotechnology program.

HTL 230: Microtomy/Cryotomy I

Credits: 5 (2 Class, 3 Clinical) This course provides both an introduction and advanced microtomy techniques. Emphasis is placed on the microtome, microtome knives, sectioning artifacts and corrections, knife angles, physics of sectioning, instrument maintenance, manual and semi-automated microtomes. Upon completion students will perform successful sectioning of tissues for microscopic examination. Prerequisite: Admission to the histotechnology program.

HTL 240: Microtomy/Cryotomy II

Credits: 4 (1 Class, 3 Clinical) This course provides both an introduction and advanced cryotomy and frozen section methodologies. Emphasis is placed on the cryostat microtome, microtome knives, sectioning artifacts and corrections, sectioning devices, knife angles, physics of sectioning and instrument maintenance. Upon completion students will perform successful sectioning of frozen section for microscopic examination. Prerequisite: Admission to the histotechnology program.

HTL 250: Histology/Histopathology

Credits: 5 (2 Class, 3 Clinical) This course encompasses the identification of cells and tissues in the human body along with cell structure, tissue composition, entities, function, and study of the most common tissues, organs and systems. Molecular biology and advanced applications of tissue structure will be illustrated. Changes in tissue associated with the various disease states and the use of selected special stains and molecular assays will be used to identify disease processes in tissues. Prerequisite: Admission to the histotechnology program.

HTL 260: Histotechnology Clinical

Credits: 13 (4 Class, 9 Clinical) This course provides entry-level histotechnologists clinical experience in an approved Histopathology Laboratory. Emphasis is placed on learning and performing routine laboratory operations, daily workflow applications, performing and monitoring quality improvement processes and the production of a quality microscopic slide for diagnosis. Upon completion the students should be able to demonstrate proficiency in histopathological techniques and be prepared to take the HTL certification exam. Prerequisite: Admission to the histotechnology program.

IDS 101: College Student Success

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

MAT 101: College Math

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

MAT 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 studies class fulfills a natural sciences/mathematics requirement for students enrolled in a degree program.

MAT 201: Elementary Statistics

Credits: 3 (3 Class) An introductory course in concepts and methods of descriptive and inferential statistics, including data summarization, binomial and normal distributions, sampling, central limit theorem, confidence intervals, hypothesis testing and linear regression. Prerequisite: MAT 101 or equivalent.

MLS 201: Clinical Chemistry

Credits: 12 (9 Class, 3 Clinical) This course explores the biochemical analysis of blood, urine, spinal fluid, and other body fluids with manual procedures and state of the art instrumentation. Emphasis is on the clinical significance of such analytes as electrolytes, enzymes, lipids, and carbohydrates. Drug identification, endocrinology studies, and the serological detection, application and clinical significance of viral hepatitis are included. Quality assurance, including quality control, is emphasized daily to ensure accuracy and validity of testing with the utilization of the Laboratory Information System (Misys). 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, and respiratory therapy, arterial blood gas laboratory, and the operating room. Prerequisite: Admission to the medical laboratory science program.

MLS 202: Hematology/Coagulation/Clinical Microscopy

Credits: 11 (7 Class, 4 Clinical) This course encompasses essential theoretical principles of routine blood counts and differentials, urinalysis (clinical microscopy) and cerebrospinal fluid/body fluid counts as well as coagulation profiles. Bone marrow studies, cytochemical stains and special coagulation procedures in addition to exposure to the cytogenetics laboratory and central processing department are included. Theoretical and practical performance are emphasized throughout this rotation. To enhance the student's critical thinking skills, pre-analytical, analytical, and post-analytical components are discussed and evaluated throughout the course. Prerequisite: Admission to the medical laboratory science program.

MLS 203: Immunoematology

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. Instruction includes the use of the SunQuest/Misys Laboratory Information System. Pre-analytical, analytical, and post-analytical components are discussed and evaluated throughout the course to enhance critical thinking skills. Included in this course are opportunities to observe the tissue typing and flow cytometry areas of the laboratory. Prerequisite: Admission to the medical laboratory science program.

MLS 204: Clinical 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, and serological testing for immune disorders and infectious diseases including the Human Immunodeficiency Virus (HIV). This course also includes 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 diagnosing and monitoring disease. To enhance the student's critical thinking skills, pre-analytical, analytical, and post analytical components are discussed and evaluated throughout the course. Prerequisite: Admission to the medical laboratory science program.

MLS 205: Clinical Microbiology

Credits: 13 (7 Class, 6 Clinical) This course encompasses essential theoretical principles of bacteriology as well as parasitology. Great emphasis is placed upon specimen collection, handling and processing of specimens for the isolation and identification of microorganisms involved in the infectious disease process in the community and healthcare setting. Clinical importance and relevance is stressed on dealing with different patient populations, specimen types, infections, diseases, treatment, and complications arising from various settings. Also presented in this course is the study of mycobacteria, fungi, (TB/mycology) and viruses. The TB/mycology rotation encompasses didactic and clinical instruction in the principles, processing, identification and susceptibility testing of tuberculosis and their like-organisms along with fungi. Virology includes the study of DNA and RNA viruses and their associated diseases, causative agents, diagnosis, and treatment. Emphasis is also placed upon the use of a bright field microscope and its importance in determining specimen quality and assisting in the diagnosis and identification of infectious diseases. Pre-analytical, analytical, and post-analytical components are also discussed and evaluated throughout the course to enhance critical thinking skills. Prerequisite: Admission to the medical laboratory science program.

MLS 206: Special Studies

Credits: 4 (3 Class, 1 Clinical) This course is comprised of units of study on phlebotomy, professional development, educational methodologies, research design, and management. The units are taught throughout the 12-month program. The unit on phlebotomy prepares the student to properly perform blood collection in a professional manner with emphasis on safety, quality specimen collection, and customer service. The unit on professional development introduces the importance of accreditation and certification along with a focus on developing professional ethics and participating in professional activities. The unit on educational methodologies includes a presentation of educational concepts concerning instructional techniques and terminology that can be utilized in an educational setting as well as to train providers of laboratory services. The unit on research design provides an introduction to the fundamentals of research terminology, sampling, measurement, design, and analysis. The unit on management includes basic managerial principles, budget considerations, laboratory safety practices, and quality assurance, quality improvement and total quality management as applied to the pre-analytical, analytical, and post-analytical components of the laboratory environment. Prerequisite: Admission to the medical laboratory science program.

NUR 100: Nursing Medical Terminology

Credits: 1 (1 Class) Nursing Medical Terminology provides a basis for understanding medical terms, abbreviations, and symptomatic, diagnostic, procedural, and operative terms utilized in nursing practice. These terms are used by the associate degree nurse in all areas of practice including 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 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. Prerequisite: Admission to the nursing program. Co-requisites: 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. Prerequisite: NUR 101. Co-requisites: Vary according to term of enrollment. See nursing curriculum.

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. Prerequisite: NUR 101. Co-requisites: Vary according to term of enrollment. See nursing curriculum.

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. Prerequisite: NUR 101. Co-requisites: Vary according to term of enrollment. See nursing curriculum.

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. Prerequisite: NUR 101. Co-requisites: Vary according to term of enrollment. See nursing curriculum.

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. Prerequisite: NUR 101. Co-requisites: Vary according to term of enrollment. See nursing curriculum.

NUR 200: Nursing Clinical Elective

Credits: 3 (1 Class, 2 Clinical) This 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, 152, 153, 154, 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, 152, 153, 154, 155. Co-requisites: 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 studies 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 studies 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 to include, procedure methods, communication and professional behaviors, safety and radiation protection, equipment operation, image evaluation and legal-ethical considerations. Clinical and lab emphasis is on developing skills essential to patient care and assessment, written and oral communication, radiation safety and equipment operation. Incorporated into the course are radiographic procedure methods for radiography of the upper/lower extremity, shoulder girdle, pelvic girdle, chest and abdomen. Prerequisite: Admission to the radiologic technology program. Co-requisites: BIO 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 lower extremity, vertebral column, skull, genitourinary and gastrointestinal systems. Clinical emphasis is on the development of patient care and communication skills, professional behaviors, radiation protection and safe care, basic problem solving techniques and equipment use as the student begins to employ the imaging process to perform diagnostic procedures. Students will also participate in community and professional development activities that promote lifelong learning. Prerequisite: RAD 110; Co-requisites: ENG 231, RAD 112.

[RAD 112: Radiation Physics](#)

Credits: 3 (3 Class) Radiation Physics is designed to provide the student with a base of knowledge from which practicing radiographers can make informed decisions about technical factors and diagnostic image quality. Included will be concepts of the science and technology of imaging, basic concepts of mathematics, fundamentals of physics, the atom, electromagnetism, and the X-ray imaging system. Additionally, this course provides an in-depth study of X-ray production, the X-ray tube, and the X-ray emission process. Lab sessions will be incorporated into the course to emphasize the components of the lecture material. Prerequisite: RAD 110.

Co-Requisite: RAD 111.

[RAD 113: Applied Radiography III](#)

Credits: 6 (2 Class, 4 Lab/Clinical) Applied Radiography III is a theory and clinical course designed to focus on radiographic procedure methods for radiography of the axial and appendicular skeleton and the body systems as it relates to patients across the lifespan. The student will be introduced to more advanced imaging modalities such as arteriography, myelography and computed tomography as well as a basic introduction to phlebotomy. Clinical emphasis is on the enhancement of critical thinking problem solving skills as the student continues to develop and demonstrate competency in the performance of diagnostic imaging procedures. Prerequisites: RAD 110, 111, 112. Co-requisites: RAD 114.

[RAD: 114 Imaging I](#)

Credits: 3 (3 Class) Imaging I is designed to provide the student with a base of knowledge from which practicing radiographers can make informed decisions about technical factors and diagnostic image quality. It provides an in-depth study of X-ray production and X-ray interaction with matter. In addition, photographic and geometric properties of images will be studied as well as the effects of scatter radiation. Lab sessions will be incorporated into the course to emphasize the components of the lecture material. Prerequisite: RAD 110, 111, 112.

Co-requisites: RAD 113.

[RAD 203: Radiation Protection](#)

Credits: 3 (3 Class) Radiation Protection is designed to give the student an understanding of the essential information on radiation protection and the biological effects of ionizing radiation. Building from basic to more complex concepts, this course will cover radiation physics, cell structure, effects of radiation on humans at the cellular and systemic levels, regulatory and advisory limits for human exposure to radiation, and the implementation of patient and personnel radiation protection practices. Prerequisites: RAD 110, 111, 112, 113, 114, 210, 212. Co-requisites: RAD 213, GEN 100, PSY 101.

[RAD 210: Applied Radiography IV](#)

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 diagnostic imaging. Clinical emphasis is on the enhancement of image production and evaluation skills, independent judgment and decision making and the performance of more complex imaging procedures such as computed tomography and pediatric imaging. Students will also participate in community and professional development activities that promote lifelong learning. Prerequisites: RAD 110, 111, 112, 113, 114. Co-requisites: RAD 212, ENG 231.

[RAD 212: Imaging II](#)

Credits: 4 (3 Class, 1 Lab) This course is designed to build on the student's knowledge of the principles and procedures presented in RAD 112 and RAD 114. An in-depth study of electronic equipment used in radiography

and fluoroscopy, image receptors, film processing methods, digital radiography and fluoroscopy, fluoroscopy equipment, quality assurance and quality control factors are presented. Prerequisites: RAD 110, 111, 112, 113, 114. Co-requisites: RAD 210.

RAD 213: Applied Radiography V

Credits: 4 (2 Class, 2 Clinical) Applied Radiography V is designed to enhance expertise in all radiographic imaging procedures, patient care, phlebotomy, professional development, radiation protection and image production and evaluation. Emphasis is placed on competency demonstration in the delivery of more complex imaging procedures, critical thinking, and the successful integration of didactic and clinical components required for certification. The basic phlebotomy unit prepares the student to properly perform blood collection in a professional manner with emphasis on safety, quality specimen collection, and customer service. Students will also participate in community and professional development activities that promote lifelong learning. Prerequisites: RAD 110, 111, 112, 113, 114, 210, 212. Co-requisites: RAD 203.

RTT 210: Introduction to Radiation Therapy Procedures

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

RTT 211: Quality Management

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

RTT 215: Oncology Nursing and Patient Care

Credits: 3 (3 Class) This course provides an in-depth study of oncology patient care with an emphasis on assessment and management of medical conditions specific to patients with cancer. Topics include screening and prevention, patient and community education, communication, care standards, research and protocols, treatment options, management of site-specific treatment effects, prevention of treatment complications, and the psychological impacts of cancer. Co-requisites: RTT 210, 220, 230, 240.

RTT 220: Oncology I

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

RTT 221: Oncology II

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

RTT 222: Oncology Decisions

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

RTT 230: Radiation Therapy Physics

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

RTT 231: Dosimetry

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

RTT 232: Treatment Planning

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

RTT 240: Radiation Therapy Practicum I

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

RTT 241: Radiation Therapy Practicum II

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

RTT 242: Radiation Therapy Practicum III

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

RTT 250: Radiation Biology & Health Physics

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

RTT 260: Research

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

RTT 270: Radiation Therapy Seminar

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

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

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

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

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

SOC 101: Introduction to Sociology

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

SPA 101: Elementary Spanish I

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

SPA 102: Elementary Spanish II

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

SUR 101: Fundamentals of Surgical Care

Credits: 8 (6 Class, 2 Lab) 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 role of the surgical team and professional responsibilities are covered. Practicum emphasis is on developing the basic skills as outlined in core competencies. Prerequisite: Admission to the surgical technology program.

Co-requisite: HEA 102.

SUR 102: Care Concepts for Surgical Procedures I

Credits: 11 (8 Class, 1 Lab, 2 Practicum) Concepts for Surgical Procedures I is a theory and lab/practicum course designed to assist the student in preparing for the role of a surgical technologist. The course is a continuation of aseptic techniques taught in SUR 101. Additionally, drugs used in surgery, anesthesia, hemostasis, and preparation, packaging and sterilization of surgical items are 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: SUR 101. Co-requisite: BIO 100.

SUR 201: Care Concepts for Surgical Procedures II

Credits: 11 (8 Class, 3 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 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. Co-requisite: BIO 200.

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