



# 2016-2017 CATALOG & STUDENT HANDBOOK



## **ABOUT THIS CATALOG**

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

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

# TABLE OF CONTENTS

Academic Calendar .....	4
Accreditations and Affiliations.....	6
About the College.....	7
Admission to the College.....	9
Tuition and Fees .....	19
Facilities and Services.....	22
Student Affairs and Services.....	25
College Standards.....	29
Academic Information and Records.....	38
General Studies.....	48
Clinical Laboratory Sciences: Histotechnology .....	51
Clinical Laboratory Sciences: Medical Laboratory Science .....	55
Nursing.....	60
Radiation Therapy .....	67
Radiologic Technology.....	72
Surgical Technology.....	78
Continuing Education .....	84
Course Descriptions.....	90
Teammates and Other Personnel.....	102



# Carolinas College of Health Sciences

## ACADEMIC CALENDAR

The Histotechnology calendar can be found on page 53 and the Medical Laboratory Science calendar can be found on page 57.

FALL TERM	2016-17	2017-18
New Student Orientation (Clinical)	Aug 15-16	Aug 14-15
New Student Orientation (Non-Clinical)	Aug 18	Aug 17
Full Fall & Fall I Classes Begin	Aug 22	Aug 21
Registration/Drop Add Ends	Aug 26	Aug 25
Holiday – College Closed	Sep 5	Sep 4
Fall I Midterm	Sep 14	Sep 13
Last Day to Withdraw – Fall I	Sep 23	Sep 22
Fall I Classes Ends	Oct 7	Oct 6
Fall I Final Exams	Oct 10-14	Oct 9-13
Fall Break – No Classes	Oct 17-18	Oct 16-17
Full Fall Midterm	Oct 19	Oct 18
Fall II Classes Begin	Oct 19	Oct 18
Last Day to Withdraw – Full Fall	Nov 11	Nov 10
Fall II Midterm	Nov 16	Nov 15
Holiday – No Classes	Nov 23	Nov 22
Holiday – College Closed	Nov 24-25	Nov 23-24
Last Day to Withdraw – Fall II	Nov 28	Nov 27
Full Fall & Fall II Classes End	Dec 9	Dec 8
Full Fall & Fall II Final Exams	Dec 12-16	Dec 11-15
Fall Commencement	Dec 16	Dec 15
Holiday – College Closed	Dec 26	Dec 25

<b>SPRING TERM</b>	<b>2016-17</b>	<b>2017-18</b>
Holiday – College Closed	Jan 2	Jan 1
New Student Orientation (Clinical & Non-Clinical)	Jan 4-5	Jan 3-4
Full Spring & Spring I Classes Begin	Jan 9	Jan 8
Registration/Drop Add Ends	Jan 13	Jan 12
Holiday – No Classes	Jan 16	Jan 15
Spring I Midterm	Feb 1	Jan 31
Last Day to Withdraw – Spring I	Feb 10	Feb 9
Spring I Classes Ends	Feb 24	Feb 23
Spring I Final Exams	Feb 27-Mar 3	Feb 26-Mar 2
Spring Break – No Classes	Mar 6-10	Mar 5-9
Full Spring Midterm	Mar 8	Mar 7
Spring II Classes Begin	Mar 13	Mar 12
Last Day to Withdraw – Full Spring	Apr 3	Apr 2
Spring II Midterm	Apr 5	Apr 4
Holiday – College Closed	Apr 14	Mar 30
Last Day to Withdraw – Spring II	Apr 17	Apr 16
Full Spring & Spring II Classes End	Apr 28	Apr 27
Full Spring & Spring II Final Exams	May 1-5	Apr 30-May 4
Spring Commencement	May 5	May 4

<b>SUMMER TERM</b>	<b>2016-17</b>	<b>2017-18</b>
New Student Orientation (Clinical & Non-Clinical)	May 15-16	May 14-15
Full Summer & Seven-Week Classes Begin	May 22	May 21
Registration/Drop Add Ends	May 26	May 25
Holiday – College Closed	May 29	May 28
Seven-Week Midterm	Jun 14	Jun 13
Full Summer Midterm	Jun 21	Jun 20
Last Day to Withdraw – Seven-Week Classes	Jun 23	Jun 22
Holiday – College Closed	Jul 3-4	Jul 4
Seven-Week Classes End	Jul 7	Jul 6
Last Day to Withdraw – Full Summer	Jul 14	Jul 13
Seven-Week Classes Final Exams	Jul 10-14	Jul 9-13
Full Summer Classes End	Jul 28	Jul 27
Full Summer Final Exams	Jul 31-Aug 4	Jul 30-Aug 3
Program Completion & Awards Ceremony	Aug 4	Aug 3

## ACCREDITATIONS & APPROVALS

Carolinas College of Health Sciences is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate 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 Histotechnology and Medical Laboratory Science programs are accredited and the Phlebotomy program approved by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS).

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

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

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

The Surgical Technology program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP)

25400 U. S. Highway 19 North, Suite 158  
Clearwater, FL 33763  
727-210-2350 (office) 727-210-2345 (fax)  
Caahep.org

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 Specialist in Blood Bank Technology/Transfusion Medicine 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).

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

If you choose to mail a complaint, please use the following address:

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

## AFFILIATIONS

Allied Health Regional Skills Partnership

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

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 THE COLLEGE

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

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

### Vision

Carolinas College of Health Sciences will be recognized as an exceptional choice for students preparing for entry-level and specialized healthcare careers.

### 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 and serving Carolinas HealthCare System, 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.

### Core Values

CARING	COMMITMENT
INTEGRITY	TEAMWORK

### Outcomes

The college maintains specific objectives and measures for each of the above commitments as well as for each program and division of the college. These outcome measures comprise our institutional effectiveness plan, available on the college website in the "About Carolinas College" 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.

## HISTORY OF THE COLLEGE

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

The Charlotte Memorial Hospital School of Nursing closed in 1967. In the late 1980s, the Charlotte-Mecklenburg Hospital Authority (CMHA), now Carolinas 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 Carolinas Medical Center in metropolitan Charlotte. Full approval status was granted and the first class graduated in 1992.

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

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

### Expanding the College

In July of 1996, the board of directors changed the name of the school to Carolinas College of Health Sciences and approved preparations to educate other healthcare providers. The existing hospital-based programs in radiologic technology and surgical technology joined the college in August 1996 and the medical technology program in January 1997. In 1999, the college began offering Nurse Aide I and phlebotomy training; Nurse Aide II was offered for the first time in 2006. These three programs formed the original core of the continuing education department, opened in 2007, and now offering a variety of non-credit healthcare 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. Additionally, the college added anesthesia technology and degree programs in surgical technology and general studies. In 2013, the first histotechnology students were accepted and in 2014, the college received approval to offer fully online distance education programs.

### Accolades

In 2010, the college was ranked the third best two-year college in the nation by *Washington Monthly* followed by consecutive number one rankings by *StateUniversity.com* in 2011 and 2012. In 2015, the college was ranked in the 95th percentile of all community colleges for quality and value by *WalletHub.com*. Carolinas College continues to prepare graduates to exceed state and national certification testing benchmarks and to surpass most peer institutions in annual graduation rates.



## Admission to the College

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

### GENERAL ADMISSION REQUIREMENTS

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

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

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

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

The college uses 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 an online college application form, the application fee, and all necessary items required by specified deadlines.

### Histotechnology and Medical Laboratory Science

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

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

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

Additional Histotechnology admission criteria include:

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

Additional Medical Laboratory Science admission criteria include:

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

## General Studies

The general admission criteria for the General Studies program include:

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

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

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

## Nursing

The general admission criteria for the Nursing program include:

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

Additional admission criteria for entry into the LPN-to-RN track of Nursing include:

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 studies requirements up to their entry point including at least BIO 101, MAT 101, and all fundamental nursing progression requirements.

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

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

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

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 HLC 102 (or NUR 100). Guaranteed admission must be earned in three consecutive semesters. The actual start date for the nursing program is based on completion of the required courses and on space available in the nursing program.

## Radiation Therapy

The admission criteria for the Radiation Therapy program include:

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

The general admission criteria for the Radiologic Technology program include:

- Official high school transcript verifying graduation or equivalent (may be waived for college graduates upon request). Minimum 2.5 cumulative GPA for math and science courses.
- Official transcripts from all post-secondary institutions attended with a combined cumulative GPA of at least a 2.5.
- Official SAT or ACT test score report with a minimum 900 (SAT) or 19 (ACT). Copies of official score reports and scores reported on an official transcript will be accepted (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).

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

Students seeking guaranteed admission via the general studies pre-radiologic technology track who earn an overall GPA of 3.25 in the following four courses will receive guaranteed admission to the radiologic technology program: BIO 101, BIO 102, MAT 101, and HLC 102. Guaranteed admission must be earned in three consecutive semesters. Students must also complete a four-hour observation in a radiology-related area and submit a personal reflection evaluation form and an observer evaluation form. A post-clinical shadowing conference will be scheduled following the observation.

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

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

## Surgical Technology

The general admission criteria for the Surgical Technology program include:

- 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 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.

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

Applicants who have earned a diploma in surgical technology from an accredited program 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 (10A NCAC 41A.0401) as amended in 1994 (non-degree students are exempt from this requirement).
- Completion of the on-line criminal background disclosure form (consent form) (non-degree and general studies students 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).
- Verify compliance with all essential functions of the program (clinical laboratory sciences, general studies, nursing, radiation therapy, radiologic technology & surgical technology).

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).
- 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).

### 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

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

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

Student success is of the utmost concern and students are encouraged to persist to graduation. In the event students are unsuccessful, an opportunity for academic renewal exists. Academic renewal allows previously enrolled students to apply to their former or another program and receive grade forgiveness for prior coursework. Academic renewal is available to former students who have been separated from the College for at least 24 months and who left the College in good standing.

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. Readmitted students who are unsuccessful in any additional master curriculum course will be academically dismissed and ineligible for readmission into their current program. Applications for readmission are reviewed by the admission, progression, and graduation (APG) committee, with decisions based on the following:

- Interview with the APG committee, 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 general studies program chair. 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 patients, families and healthcare team members.
- Communication abilities sufficient for interaction with patients, family, faculty, staff, physicians and other healthcare professionals in verbal and written form. Ability to effectively read and comprehend technical and professional materials and to follow oral and written instruction. Ability to initiate patient education, to interpret and document patient actions, and to initiate appropriate responses.
- Physical abilities sufficient to walk, bend, push, pull, lift, balance and maneuver in small places; maneuver heavy equipment; lift, carry and balance items weighing up to 50 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 patient responses; to perform palpation functions; to perform therapeutic interventions, and to interact in clinical, lab, and classroom environments.

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

## Radiation Therapy and Radiologic Technology

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

## 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 patient 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 patient health needs.
- Adequate vision to observe and assess patients.
- Lift up to 50 pounds.

## 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

## Specialist in Blood Bank Technology/Transfusion Medicine

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



## Tuition and Fees

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

Tuition (per semester credit hour):	
<b>Applied Courses</b> (NUR, RAD, & SUR)	\$333
<b>General Studies and Special Topics Courses</b> (BIO, ENG, GEN, HLC, MAT, PSY, etc.)	\$273
<b>Program Tuition</b> (payable incrementally for each semester of enrollment)	
Histotechnology	\$8274
Medical Laboratory Science	\$8274
Radiation Therapy	\$8405
<b>Continuing Education Tuition</b> (per course or program)	
Anesthesia Technician	\$500
Nurse Aide I	\$650
Nurse Aide II	\$750
Phlebotomy	\$625
Specialist in Blood Bank Technology/ Transfusion Medicine	\$2800
<b>Fees</b>	
Application Fee	\$50
Application Fee (Phlebotomy & Anesthesia Technician)	\$20
Admission Deposit and Background Check Fee*	\$200

Fees (continued)	
Access Control Fee (per semester)	\$15
Activity Fee (per semester)	\$25
Technology Fee (per semester)	
0 – 6 Credit Hours	\$75
7+ Credit Hours	\$175
Science Lab Fee	\$40
Nursing Lab Fee (101 & 202)	\$220
Nursing Lab Fee (Intermediate)	\$110
Radiation Therapy Lab Fee	\$80
Radiologic Technology Lab Fee	\$80
Surgical Technology Lab Fee:	
SUR 101	\$40
SUR 102	\$85
SUR 201**	\$230
Course Pack (varies with the course depending on size)	\$8-\$25
Graduation Fee (final semester only)	\$125
Returned Check/NSF Fee	\$25
*Background fee may vary depending on previous places of residence	
**Includes certification exam fees	

Tuition (per semester credit hour):	
<b>Textbooks, Supplies, and Uniforms</b> (approximate, purchased from third parties)	
Histotechnology	\$400
Medical Laboratory Science	\$700
Beginning Nursing	\$1000
Intermediate Nursing	\$500
Advanced Nursing	\$150

Radiologic Technology (Level I)	\$700
Radiologic Technology (Level II)	\$300
Radiation Therapy	\$1100
Specialist in Blood Bank Technology/ Transfusion Medicine	\$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:

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

The college will retain a minimum tuition amount of \$100 for withdrawals after the start of class. Full tuition will be retained for nurse aide and phlebotomy classes for students who do not officially withdraw within two business days prior to the class start date.

A separate refund policy will apply to Title IV Federal 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, color, age, religion, gender, sexual orientation, gender identity, national origin, veteran status, disability, genetic information, or any other basis prohibited by law. Financial aid options offered to students enrolled in eligible programs include the following:

- Federal Pell Grant
- Federal Supplemental Education Opportunity Grant (SEOG)
- William D. Ford Federal Direct Loans
- Federal Direct Parent Loan for Undergraduate Students (PLUS)
- Federal Work Study
- Alternative Loans (Private Loans)
- 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.gov](http://www.fafsa.gov). Carolinas College's Federal School Code (031042) must be included on the FAFSA so the processed results can be accessed by the financial aid office. Once the FAFSA information has been processed and reviewed by the financial aid office, the applicant will be contacted if further information is required. An award letter will be sent to the applicant upon file completion. Submission of a complete, current FAFSA is also required for the determination of many college-based scholarships.

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

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

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





## Facilities and Services

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

Along with the designated space on the Carolinas College campus, the laboratory at CMC-Mercy serves as additional didactic and student lab space for the medical laboratory science program, providing an integrated learning environment equipped with individual student workstations and manual instrumentation for a comprehensive learning experience. The laboratory at CMC-Mercy serves as both didactic and student lab space for the histotechnology program, providing an integrated learning environment equipped with individual student workstations and instructional instrumentation commonly seen in most contemporary histology laboratories. The Carolinas Surgical Skills Center at CMC-Mercy serves as the lab for the surgical technology program, providing space equivalent to two “mock surgical rooms” and additional practice stations.

### Bookstore

As a service to students, faculty, and staff, the college contracts with an online bookstore. Textbooks, supplies and course-related materials are available. The online bookstore and the college’s logo store are accessible through a link on the college website.

### Skills Labs

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

### Carolinas Simulation Center

Carolinas College provides its students and faculty access to Carolinas Simulation Center, a globally-recognized, multidisciplinary education center. The

center is accredited by both the American College of Surgeons as a Comprehensive Education Institute and the Society for Simulation in Healthcare in the areas of Assessment, Research, Teaching/Education, and Systems Integration. One of only a few centers in the world with dual accreditation distinguishes the center as a regional leader in providing simulation-based healthcare education. Carolinas Simulation Center is available to college faculty members for teaching specific skills and clinical situations in a simulated environment, and to students for the practice of skills, critical thinking, communication, and teamwork.

### Library

The college contracts with the Charlotte Area Health Education Center (AHEC) Library located near the college on the campus of Carolinas Medical Center

to provide comprehensive information and library services to students and faculty members. The library is an 11,500-square foot facility providing print and digital media and reference materials as well as multiple computer stations, audio-video viewing rooms, and conference rooms. Wi-Fi enabled meeting and quiet study spaces are available 24-hours a day, seven days a week via ID badge access. The library's collection is organized according to the National Library of Medicine's classification standards. In addition to the traditional library services, students and faculty members have full access to the AHEC Digital Library (ADL) providing more than 7,000 full-text journals, e-books, and robust databases. The ADL is available from any computer with internet access, either on or off campus.

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

The college's computer lab meets the needs of students. However, it is suggested that students 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**
  - o Minimum CPU: Pentium 4, 2.0 GHZ or higher
  - o Minimum RAM: 3 GB
  - o Hard drive Size: 80 GB or higher
  - o CD/DVD-ROM
  - o Sound card
  - o 10/100 Ethernet card or wireless card
- **Software Requirements**
  - o Internet connection: since most content is data intensive, cable or DSL connection is required.
  - o 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.

- o All browsers should support JavaScript and have JavaScript enabled.
- o Operating system: online platform independent (Windows XP, Mac OS X or later versions).
- o Productivity suite software required (Microsoft Office, Libre Office, OpenOffice, etc).
- o 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 or hardware (e.g. webcams, headsets, etc.). In this case, the software requirements will be clearly outlined in the particular course syllabus. Students are then responsible for acquiring access to the specialized software or hardware, either through the college computer lab or off-campus. Students are responsible for knowing how to operate their chosen computer system and the required software packages. Computer skill training is available through the college computer lab. The college is not responsible for maintaining students' personal computers.

## Intellectual Property

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

## Student Email

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

## Food Service

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

## Emergency Response Plan

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

## Fire Procedures

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

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





## Student Affairs and Services

The mission of the Department of Student Affairs is to facilitate and provide reliable student services in a caring environment throughout the education process. Student affairs 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 credit programs 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 meetings with one's advisor per semester, either in-person or electronically, is expected.

### Counseling

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

### Individuals with Disabilities

Student success is of the highest priority at Carolinas College of Health Sciences. Specific questions concerning the essential functions of a program should be referred to the dean of student affairs. Students with a qualifying disability who need

reasonable accommodations to meet a program's essential functions should request accommodations through the office of the student success coordinator upon admission to the college. Students will be directed to complete a request form and to support the request with appropriate documentation. The dean of student affairs, the provost, and a representative from the academic program will evaluate the request to determine the appropriate accommodations to provide, if any.

### Faculty Office Hours

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

### Registration and Course Scheduling

The director of student records and information management generates the course schedule and registration materials approximately 60 days prior to the first day of classes each semester. Section assignments are generally on a first-come, first-served

basis with priority provided to students in a clinical program. Students requesting sections that are full should register for an open section and place their name on the wait list for a possible opening. Student schedules can be viewed online and printed.

Students who want to drop a class that does not affect the master curriculum plan may do so online during the drop/add period. If the desired drop affects the master curriculum plan, requests must be approved by the student's advisor, the instructor, and the program chair. Classes may be added after the drop/add period only with the approval of the instructor and the dean of student affairs. Students withdrawing from a class after the drop/add period will receive a grade as described on page 41.

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

Transfer credit may be awarded for classes of equivalent depth, breadth, and content if relevant to the program of enrollment. Advanced standing credit may be awarded through testing according to college policy which is available through faculty advisors and student services personnel.

## Safety

For the safety and security of all students and personnel, students are expected to wear their name badge above the waist and clearly visible at all times when on campus, report unsafe conditions immediately, and wear appropriate personal protective equipment (PPE) as needed. Students arriving on campus without an ID badge are required to secure a temporary badge from the front desk. 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 Corporate Security is available to provide assistance with security issues and concerns at the college. Security problems should be reported to Security Dispatch at 5-3333 from an on-campus phone or 704-355-3333 from an off-campus or cell phone. To request an escort after hours or assistance with car troubles, call 704-355-2093.

## Health Screenings

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

## Student Employment

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

## College Newsletter

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

Publication matters of significant controversy are resolved by the college leadership team at regular or called meetings.

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

The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act) is a federal law which requires all colleges that participate in federal financial aid programs to keep and disclose information about crime on and near their respective campuses. The Carolinas College Safety and Security Report includes statistics for the previous three years concerning reported crime that occurred on campus, including certain off-campus buildings owned or controlled by 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 inappropriate actions of others inside or outside the college community. Allegations of discrimination or harassment will be taken seriously and will be acted upon following college policy. The college does not discriminate or permit discrimination by any member of its community against an individual.

The college complies with Title IX of the Education Amendments of 1972, and its implementing regulations, which prohibit discrimination based on sex (including sexual harassment and sexual violence) in the college's educational programs and activities. Title IX also prohibits retaliation for asserting claims of sex discrimination. Concerns or inquiries regarding the application of Title IX regulations may be directed to Sam Smith, Title IX Coordinator, at 704-355-4025. Also see "College Standards" in this publication for more information regarding the college's intolerance for discrimination and harassment.

### 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 Organizations and Engagement

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



## College Committee Structure

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

## Council of Student Leaders

The dean of student affairs convenes a meeting in the fall and spring semesters with the student leaders of the college including student organization officers. This ensures fluid communication and transparency, provides students a voice in college decision-making, and informs the dean of the current concerns, ideas, and issues facing the students.

## Open Forums

The college 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 monthly 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 cumulative GPA of 3.0 is required for continued membership. Induction into the Beta Zeta Sigma Chapter of PTK occurs in the fall, spring and summer semesters.

## Student Radiologic Sciences Association

Radiologic Technology and Radiation Therapy students are encouraged to participate in the Student Radiologic Sciences Association (SRSA). The SRSA provides an opportunity for students to

grow professionally through participation with the North Carolina Society of Radiologic Technologists (NCSRT). Students will participate in activities within the framework of the purpose, goals, policies, and procedures of the college. Membership fee is required.

## 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 nursing program chair appoints a nursing faculty member to serve as the advisor. The faculty advisor guides the SNA activities within the framework of the purpose, goals, policies, and procedures of the college. Membership fee is required.



## College Standards

Carolinas College seeks to provide an environment in which learning, teaching, and related activities are undertaken freely, safely, responsibly, and without distraction. We exist in a diverse campus community, so our actions must be motivated not only by personal concerns but also by the concerns of our healthcare system partner, the community, and the welfare of the college.

### COMMUNITY STANDARDS

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

#### Disruptive Behavior

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

#### Alcohol, Drug, and Tobacco Use

Students taking prescription and non-prescription drugs that may affect their ability to perform assigned duties must report this to the faculty member. The use of illicit drugs or alcohol during scheduled school hours or the possession of illicit drugs or alcohol on campus will result in immediate dismissal. Carolinas College of Health Sciences and the entire Carolinas Medical Center campus is a tobacco-free environment. Tobacco use is not allowed on campus grounds or in campus buildings. Drug or alcohol charges or convictions arising outside the college must be reported to the dean of student affairs within five days of the occurrence. Possession of illegal drugs off college or healthcare 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 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 affairs. A student who is allowed to return to class or clinical will be dismissed for a subsequent positive drug or alcohol test.

## Psychological Impairment

Students are expected and required to be in appropriate mental condition to perform assigned tasks or to participate in class, lab, or clinical activities. College personnel rely upon the expertise of professionals with Teammate Health and the Employee Assistance Program regarding degree of impairment, treatment, and 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, actions or speech that causes another person to believe his or her personal safety or personal property may be at risk or harm.

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

## Weapons

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

## Dress Code

Students are considered part of the patient care team, so it's important to project a respectful, professional, competent image to Carolinas HealthCare System (CHS) teammates, patients, and fellow students. To project a professional image, to standardize expectations, and to be consistent with CHS standards, students are expected to follow the specific standards of appearance outlined below. This applies to attire in the Rankin Education Center, other non-patient-care areas, and patient care areas.

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

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

- The official college-approved uniform or scrubs of a specified style.
- Dress length is no shorter than the middle of the knee.
- Pant length is the top of the shoe.
- Undergarments are to be worn, but should not be visible, including no visible logos.
- Only approved teal jacket or required personal protective equipment (PPE) may be worn with the uniform.
- Men are to wear T-shirts under the uniforms.
- Clean leather shoes or leather-style athletic shoes are required. Shoes are to have a solid top surface and closed toes. No canvas or cloth-style jogging shoes, no sandals or other open-toe shoes, and no heels higher than two inches are allowed.

- Plain socks covering the ankles or hosiery is to be worn at all times.
- Nails are to be moderate in length (no longer than ¼ inch past the free edge of the nail). Acrylic or other artificial nail tips increase risk of transferred bacteria to patients. This includes gel nails, bending, tips, wraps, and tapes. These nail products may not be worn by anyone providing direct patient care.
- Makeup must be light with natural colors only.
- Hair is to be well-groomed. Extremes in hair-style and hair-color are not acceptable. Any facial hair is to be neatly trimmed.
- 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.
- Tattoos, if not completely covered by clothing, must not be offensive to patients, visitors or teammates.
- The following clinical dress code requirements are defined on program-specific pages on the College Information Portal – [www.Online.CarolinasCollege.edu](http://www.Online.CarolinasCollege.edu)
  - o Uniforms
  - o Lab coats
  - o Shoes and socks
  - o Nails
  - o Jewelry and piercing
  - o Tattoos

For unscheduled but authorized, official student business, such as researching an assignment or protocol, students may wear the CCHS uniform as described above, or they may wear business casual street clothes with a lab coat.

- Three-quarter length white lab coat will be worn over street clothes when not in uniform.
- Business casual attire is modest, clean, and neat.
- No jeans, shorts, or sandals are permitted.

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

On the college's campus at the Rankin Education Center, students are expected to adhere to the following guidelines:

- Attire will be neat, clean and of the appropriate size.
- Attire will be free from profanity, slanderous or disrespectful images or language, and promotion of inflammatory causes.
- All clothing will project a modest appearance.
- Dresses, skirts and shorts are to be conservative in style and length (e.g. clothing is not to show bare midriff, cleavage; undergarments should be worn but not be 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. Students who make inappropriate clothing or accessory choices will be counseled by their faculty member, program chair, or by the dean of student affairs and enrollment management, and may be sent home with a recorded class or clinical absence to change into acceptable attire. Repeated violations will result in counseling or disciplinary measures up to and including dismissal from the program and the college.

## Communication Devices

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

## Gifts

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

## CODE OF STUDENT CONDUCT

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

### Students have the right to:

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

### Students accept the responsibility for:

1. Reading the College Catalog and Student Handbook and knowing, understanding, and acting in accordance with college policies and all applicable regulations and laws.
2. Promoting the highest standards of ethical conduct. Students are expected to demonstrate honesty and integrity in academic, clinical, and administrative matters.
3. Completing their academic curriculum properly. Program chairs, advisors, and student affairs personnel will counsel students, but the final responsibility for knowing and meeting program completion requirements is the students'.
4. Respecting the rights of others and treating all with respect and dignity. Disruptive behavior, intimidation or harassment will not be tolerated. Disruptive behavior includes but is not limited to inappropriate behavior, sleeping in class or clinical, failure to turn off cell phones or other electronic devices, or violating computer restrictions. Intimidation includes, but is not limited to, action or speech that 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 to participate in class, lab, and clinical activities.
6. Reporting, in writing to the dean of student affairs, any charges, convictions, pleas of no contest or prayer for judgment of a criminal offense. Charges of a criminal offense must be reported, in writing, by the next internship, field, or clinical study day after the charges are filed. Convictions, pleas of no contest or prayer for judgment must be reported, in writing, within five days of the occurrence.
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. Refraining from possessing firearms or other weapons while on the college campus.
9. Respecting and guarding the confidentiality of all patients/patient information in compliance with the Health Insurance Portability and Accountability Act (HIPAA) privacy regulations.
10. Maintaining communication with the college and keeping on file with the director of student records and information management's office a current address, phone number, and email address. Similarly, the graduated student should notify the college of completion of additional degrees, advanced training or certification, and changes in contact information.

## Allegations and Sanctions

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

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

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

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

## Academic Integrity

Academic integrity is a key value of a credible academic community based on honesty and responsibility. The college's reputation and that of its teammates, students and graduates depends on the institutional commitment to academic integrity.

## Honor Code

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

1. **Cheating** – Offering, providing, requesting or accepting unauthorized support or assistance in completion of any task, project, academic assignment or test. The use or attempted use of any unauthorized information, material, or assistance in completing any assigned task, project, assignment or test. Having another person perform one's assignments without instructor permission. Collaborating with others on assignments if contrary to stated rules.
2. **Plagiarism** – Representing the ideas, language, or created work of another person or persons as one's own or as the college's own. (See Academic Integrity Policy Appendix C for specific definition and examples). This includes violation of copyright law.
3. **Self-Plagiarism/Multiple Submission** – Copying portions of any original assignment for credit and submitting them as original work in more than one course without prior approval of the course instructor and/or duplicating submission of a prior original work without proper citation and reference of that prior work.
4. **Falsification/Fabrication** – Falsifying information or fabricating information, data, citation, or reference or in completion of any project or academic assignment. Falsification or fraudulent alteration of academic or college records. Falsifying patient records or communicating false information about clinical care of clinical experiences.
5. **Interference** – Intentional interference with or alteration or destruction of another person's project, assignment or examination.
6. **Complicity** – Knowingly collaborating in or facilitating any of the above actions or assisting in the creation of a paper, project or other creative work that another person then presents as his or her own project, assignment or test.

## Allegations and Sanctions

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

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

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

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

## STANDARDS OF CLINICAL PRACTICE

### HIPAA

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



## Clinical Safety

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

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

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

## Student Complaints, Grievances, and Appeals

A student will not be subject to irresponsible treatment, procedural irregularity, arbitrary decisions, discrimination, or differential treatment. Students are encouraged to voice their concerns about all issues regarding the programs, classes, environment, and services at 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, 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. Written complaints and grievances will be investigated by an appropriate college representative. The student initiating the action will be provided with the outcome of the investigation and with the anticipated plan or corrective action, if any. Should a 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 business days. The student's written notification will set forth the specific issues the student seeks to appeal. The services of an uninvolved member of the student affairs 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 will select the appeal review committee, identify the party who will represent the college's action, and will notify all parties of the specific issue/s to be considered. The committee will include five individuals not involved in the complaint:

- The dean of administrative and financial services, or designee, will serve as chair with voting privileges.
- Three uninvolved representatives of the college faculty/program chairs.
- A student selected from among the student body from a different program or class.

The appealing student and the college representative will be provided written notice of the membership of the committee. For good cause the student and 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 asked 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 provided to the student and the college representative in writing.

The matter will be heard as soon as practical, normally within 10 business days of the first meeting of the committee. Based on a review of the factors, the provost and the dean of student affairs 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 will govern the conduct of the appeal hearing:

- A recording of the hearing will be kept.
- The student is 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 business days after the completion of the hearing. The chair of the committee will inform the student, the college representative, the program chair, 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.



## 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 studies.

A diploma is awarded for a career-oriented program of study with a minimum of 35 semester credits and which contains at least 3 semester credits in general studies. 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 an academic year. Typically general studies courses are not a component of a certificate program.

### Types of Courses

The college offers three types of courses:

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

The following table identifies 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 studies core courses are identified in italics on the following page.

## General Studies and Special Studies Courses

<b>Communication</b>		
COM 101	Communication	3
ENG 101	English Composition	3
ENG 240	Research and Evaluation	3
<b>Humanities/Fine Arts</b>		
ENG 231	Early American Literature	3
HUM 201	Cultural Diversity	3
PHI 201	Ethics	3
<b>Social/Behavioral Sciences</b>		
PSY 101	General Psychology	3
PSY 102	Human Growth and Development	3
SOC 101	Introduction to Sociology	3
SOC 201	Social Issues	3
<b>Natural Sciences/Mathematics</b>		
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	General Chemistry I	4
MAT 101	College Math	3
MAT 151	College Algebra	3
MAT 201	Elementary Statistics	3
<b>Electives</b>		
GEN 101	Introduction to Leadership	2
GEN 102	Leadership Development	3
GEN 103	Experiential Leadership	1
HEA 109	Health and Wellness	3
<b>Special Studies Courses</b>		
HLC 102	Medical Terminology	2
HLC 200	Special Topics in Healthcare	1-4
IDS 101	College Student Success	1

## Registration

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

## Distance Education Courses

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

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

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

## 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 one of 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. Credit calculations for courses offered on a non-standard term format will include an equivalent total number of class, clinical, laboratory, or practicum hours of instruction. Students enrolled in 12 or more semester hours are considered full-time. Non-credit courses are measured by contact hours or continuing education units (CEUs).

## Auditing

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 administrative and financial services. 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.

## Plagiarism Detection and Prevention

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

## Attendance

Traditional classes offered by the college are designed for class attendance and it is assumed that students will be present. Students who miss class, regardless of reason, will be responsible for the work missed. Specific course attendance requirements are identified in each course syllabus. A student may be withdrawn from a course by faculty when the allowed hours of absenteeism are exceeded. In online and hybrid classes, attendance is defined as regular weekly completion of assignments. Students must confirm enrollment in online courses by logging in to the course during the first week of classes and completing the first assignment by the specified due date; course syllabi provide specific expectations.

## Clinical Rotations

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

## Withdrawal

A number of factors may lead to the decision to withdraw from a program or a course, including difficulty making satisfactory academic progress in the course and/or for excessive absenteeism. Students should consult with their advisor or program chair prior to withdrawing to ensure full awareness of the consequences. A refund calculation, a withdrawal form and an exit survey will be completed by or for all exiting students.

**Withdrawal from a course:** Students may add and drop classes at their discretion. The only exception to this is that students may not drop their last class without completing a withdrawal form. Students withdrawing from a course after the first week of class or those withdrawing from their last class must obtain their advisor's signature before submitting the form to the director of student records and information management. Instructors may initiate a course withdrawal after a period of consecutive non-attendance that exceeds two weeks and only after making appropriate attempts to contact the student. A grade of "WF" (Withdrawal/ Failing) indicates a failing grade as of 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.

***Withdrawal from the Program/College:*** Students who fail to enroll in courses in alignment with the master curriculum without prior approval of the program chair, will be considered withdrawn from the program and/or the college and this will be considered an unsuccessful attempt in the master curriculum. Students withdrawing from the program/college must complete the withdrawal form and obtain the signature of the program chair before submitting the form to the director of student records and information management. Students withdrawing from a healthcare program are eligible to remain in any general studies courses in which they are enrolled. If the student does not choose to do so, the withdrawal will be considered a complete withdrawal from the college. Students who withdraw from the program/college become ineligible for student benefits as of the date of withdrawal and may have to surrender their student ID badge. If a student involved in an alleged academic integrity violation or facing other disciplinary issues withdraws from the college prior to resolution, continuation of the disciplinary process is determined by the dean of student affairs and provost. If a hearing is not pursued upon the withdrawal of the student, the dean of student affairs and provost can reinstate the disciplinary process prior to future readmission or progression. In either case, any disciplinary processes or actions will follow normal due process procedures for the offense.

***Leave of Absence/Withdrawal:*** Students may apply for a leave of absence when critical factors beyond the student's control make successful course completion impossible or unlikely. Factors may include extended illness, jury duty, military activation, bereavement (spouse, parent, child) or other extenuating circumstances restricting student attendance and successful completion of courses. The admission, progression and graduation (APG) committee will review the information/documentation provided in support of the request and approve or deny the leave request. Students may request a leave of absence/withdrawal at any point during their enrollment but may not exceed a total of 12 months per program enrollment. Leave of absence status ensures the student a place in the program if he/she meets all conditions set forth and returns at the agreed upon date. Changes that occur in the curriculum, college policies, or the CHS loan program will be binding upon the student returning from a LOAW.

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

1. The director of student records and information management will send a letter alerting the student to his/her probationary status, including sources of academic assistance and consequences of failure to improve. The program chair will also be notified. 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 other than satisfactory academic progress. The program chair or dean of student affairs 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 of this catalog/handbook.

## Student Action Plans

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

### Academic action plans:

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

### Administrative action plans:

1. The student demonstrates behaviors (or lack thereof) that violate the student code of conduct or honor code.

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



### Academic Dismissal

The lowest passing letter grade in any course is a "C." Generally, a student who earns a grade lower than a "C" in a master curriculum course will be academically dismissed from the program by the provost. (general studies, nursing and surgical technology exceptions are described below and in further details in the progression policy).

1. Students in the general studies program will follow the academic satisfactory progress policy and will not be subject to dismissal based on the grade in one course.
2. In the nursing program, a student failing to achieve a passing grade in any class in the master curriculum is subject to academic dismissal. The student may not be academically dismissed if this is the first unsuccessful attempt in the curriculum and if the prerequisites allow for progression. In that case, the student may apply for progression. The student may have the option to immediately repeat the failed class (based on space availability) or may be placed in a different class.
3. Students enrolled in the associate of applied science in surgical technology program are allowed to retake one general studies course in the curriculum without applying for readmission to the program. This policy does not apply once students matriculate into the portion of the program where they are taking general studies courses simultaneously with courses with a SUR prefix.

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. Separate satisfactory progress policies may govern the distribution of federal financial aid.

### Administrative Dismissal

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

- Fails to adhere to the standards of clinical practice.
- Violates the code of conduct.
- Violates the honor code.

- Does not maintain good financial standing. Good financial standing means tuition and fees are paid in full, or satisfactory payment arrangements have been made with the dean of administrative and financial services. Satisfactory arrangements may include deferment pending financial aid processing, or the establishment of payment arrangements. In those cases, the student is expected to be compliant and timely in meeting the terms of that plan.

## Student Academic Records

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

Student files are kept in locked, fire-proof areas with limited access. Staff granted access are trained regarding the policies governing the handling and storage of student records. Directory information including name, address, telephone number, e-mail address, date of birth, photograph, dates of attendance, degrees, honors and awards received, and participation in college activities may be disclosed without the consent of the student. Students may request nondisclosure of directory information by completing a form available from the director of student records and information management. Requests for nondisclosure are valid for one year. In response to 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 are generally not released.

To assure proper record keeping, students are required to provide the director of student records and information management 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.

An "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 director of student records and information management 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 chair to the director of student records and information management. A student who believes there is a grade discrepancy should see the faculty member or program chair immediately.

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

Grade	Definition	Quality Points
A	Superior	4.0
B	Commendable	3.0
C	Satisfactory	2.0
D	Deficient, Non-passing	1.0
F	Fail, Non-passing	0.0
I	Incomplete*	
P	Pass*	
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 chairs.

## Graduation Requirements

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

Satisfactory completion of all required and elective courses in the designated master curriculum is required for graduation and to earn a degree, diploma, or certificate. The satisfactory completion of the requirements will be calculated by the director of student records and information management and reviewed by the 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.

As mandated by the Accreditation Review Council on Education in Surgical Technology, all students are 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 80 for details. In addition, all surgical technology students are required to complete a total 120 surgical cases prior to graduation. See course syllabi for specific details.





## General Studies

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

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

### Student Outcomes

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

- Communicate effectively.
- Understand the fundamental concepts and applications of the natural 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 other awards given by the college, the Excellence in General Studies award will be given to a graduating student who exhibits commendable performance related to at least one of the four student outcomes.

### Associate of Science in General Studies

This degree will be awarded to students who successfully complete 60 semester credit hours of coursework. This program provides students with a basic understanding of the biological sciences and an opportunity to integrate liberal arts with healthcare education. The healthcare programs at Carolinas College have a competitive admission process. Students who are not accepted upon their first application to the program of choice have the opportunity to take college-level coursework while enrolled in the associate of science general studies program, enabling them to complete courses, which would later transfer 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 in general studies is below:

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

Second Term		Credits
BIO 102	Human Anatomy & Physiology II	4
ENG 231	Early American Literature	3
PHI 201	Ethics	3
PSY 101	General Psychology	3
TOTAL		13

Third Term		Credits
GEN 102	Leadership Development	3
PSY 102	Human Growth and Development	3
BIO 200	Microbiology	4
TOTAL		10

Fourth Term		Credits
SOC 101	<i>Introduction to Sociology</i>	3
HUM 201	<i>Cultural Diversity</i>	3
COM 101	<i>Communication</i>	3
CHM 104	<i>General Chemistry I</i>	4
TOTAL		<b>13</b>

Fifth Term		Credits
MAT 201	<i>Statistics</i>	3
SOC 201	<i>Social Issues</i>	3
ENG 240	<i>Research and Evaluation</i>	3
HEA 109	Health and Wellness	3
TOTAL		<b>12</b>

Degree Requirements		Credits
General Studies Courses (identified in italics above)		58
Special Studies Courses		2
TOTAL		<b>60</b>

## Curriculum Tracks

Within the General Studies program, two curriculum tracks are offered: Pre-Nursing and Pre-Radiologic Technology. Students enrolled in these tracks have the opportunity to earn guaranteed admission into either the Carolinas College nursing or radiologic technology programs. To be eligible for guaranteed admission, students must complete the coursework at Carolinas College within three consecutive terms of starting the program and earn a minimum cumulative GPA of 3.25 on the required coursework at Carolinas College. Only the grades earned on the first attempt at these courses will be considered in calculating the GPA eligibility for guaranteed admission. Those who earn guaranteed admission will be conditionally admitted as space becomes available. Those who do not earn guaranteed admission may change to the general studies track to complete the associate degree.

### Pre-Nursing

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

The coursework includes:

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

### Pre-Radiologic Technology

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

The coursework includes:

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



## 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 four courses of study including basic histotechniques, advanced histotechniques, histotechnology clinical, and professional issues, which includes education, research design, and management. On average during the clinical rotation, the faculty to student ratio is one to two.

### Philosophy

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

### Expected Student 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. Participate in laboratory compliance with applicable regulations on safety.
11. Explain the basic principles of managing people and the essential principles of laboratory operations including financial management, marketing, and human resources management.
12. Demonstrate professional behavior and interpersonal communication skills with laboratory personnel, other healthcare professionals, and the public.
13. Recognize and act upon individual needs for continuing education as a function of growth and maintenance of professional competence.
14. Recognize the responsibilities of other laboratory and healthcare professionals and interact with them with respect for their jobs and patient care.
15. Demonstrate ethical standards and confidentiality with patient medical information.
16. Develop instructional materials and present information using educational principles.
17. 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.
18. 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. Typical hours of instruction are Monday through Friday 8 a.m. to 3:30 p.m. Clinical rotations vary and may include second shift hours.

ACADEMIC CALENDAR	2017	2018
New Student Orientation	Jan 4	Jan 3
Program Orientation/Classes Begin	Jan 5	Jan 4
Holiday – College Closed	Jan 16	Jan 15
Holiday – College Closed	Apr 14	Mar 30
Spring Break	Apr 17	Apr 2
New Student Orientation	May 15	May 14
Program Orientation/Classes Begin	May 16	May 15
Holiday – College Closed	May 29	May 28
Holiday – College Closed	Jul 3-4	Jul 4
Program Completion/Awards Ceremony	Aug 4	Aug 3
Holiday – College Closed	Sep 4	Sep 3
Holiday – College Closed	Nov 23-24	Nov 22-23
Fall Commencement	Dec 15	Dec 14

### Attendance

Promptness and attendance are expected. Students are required to attend and be on time for class, 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 chair 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
- D: 73 – 79
- F: below 73

Students must maintain a "C" average or above in each course. Any student who has an average below 80 at midpoint of the course will be required to develop an Action Plan/Plan for Success in conjunction with the education coordinator and/or program chair. Failure to achieve a course average of 80 or above by the end of the course will result in course failure and academic dismissal from the program. Psychomotor and affective evaluations constitute a percentage of the student's cumulative grade in each course. Any student who has a consistent problem meeting the psychomotor or affective objectives will be placed on an action plan and if the unacceptable behavior or attitude persists, the student may be recommended for dismissal from the program. The college Admission, Progression, and 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 and are eligible to take the Histotechnology (HTL) American Society for Clinical Pathology (ASCP) Board of Certification examination. Graduation and receipt of certificate are not contingent upon passing a certification or licensure exam.

## Awards and Recognition

In addition to other awards given by the college, the academic 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 and clinical faculty.

## Curriculum

The curriculum for the certificate program in histotechnology is below:

Course		Credits
HTL 206	Professional Issues	3
HTL 210	Basic Histotechniques	13
HTL 220	Advanced Histotechniques	11
HTL 260	Histotechnology Clinical	8
TOTAL		<b>34</b>

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



## Clinical Laboratory Sciences: 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. In each course, a designated faculty member is responsible for curriculum development, instruction, and evaluation of student progress. The courses include didactic lectures, student laboratory training, and consecutive clinical experiences. Didactic lectures and student laboratory training take place at Carolinas College, with clinical experiences conducted in the laboratories of Carolinas Laboratory Network. On average, during the clinical rotations the faculty/student ratio is one to two.

### Philosophy

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

### Expected Student 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 healthcare 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 a week in lecture, student and clinical laboratories, or other assigned areas. The general hours of instruction are 7 a.m. to 3:30 p.m., Monday through Friday. Clinical rotations include second shift hours.

ACADEMIC CALENDAR	2016-17	2017-18
New Student Orientation	Aug 15	Aug 14
Program Orientation/Classes Begin	Aug 16	Aug 15
Holiday – College Closed	Sep 5	Sep 4
Holiday – College Closed	Nov 24-25	Nov 23-24
Fall Commencement	Dec 16	Dec 15
Winter Break	Dec 19-Jan 2	Dec 18-Jan 1
Holiday – College Closed	Dec 26	Dec 25
Holiday – College Closed	Jan 2	Jan 1
New Student Orientation	Jan 4	Jan 3
Program Orientation/Classes Begin	Jan 5	Jan 4
Holiday – No Classes	Jan 16	Jan 15
Holiday – College Closed	April 14	Mar 30
Spring Break	Apr 17	Apr 2
New Student Orientation	May 15	May 14
Program Orientation/Classes Begin	May 16	May 15
Holiday – College Closed	May 29	May 28
Holiday – College Closed	Jul 3-4	Jul 4
August Certificate/Awards Ceremony	Aug 4	Aug 3

## 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 chair to develop a plan to avoid being deficient at the end of the program. Maximum time missed from the program is 40 hours.

Punctuality is very important and notification of absences or tardiness is mandatory. Students must notify the course faculty member and the program chair, and when applicable, the clinical preceptor at least one hour prior to the course start time for any unscheduled absences. If a student is absent without proper notification more than one time, the student may be dismissed from the program. Students must notify the course faculty member and when applicable, the clinical preceptor as soon as possible if he/she will be late for class and/or clinical. 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 recommended for dismissal from the program. Attendance and punctuality is documented and incorporated in the student's affective grade in each course and may be included on any future job reference the faculty or program chair writes for the student. Students are responsible for accurately recording time in and out each day in the clinical area.

## Grading Policy

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

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

Students must maintain a “C” average or above in each course. Any student who has an average below 80 at midpoint of the course will be required to develop a plan for success in conjunction with the course faculty and/or program chair. Failure to achieve a course average of 80 or above by the end of the course will result in course failure and academic dismissal from the program. Psychomotor and affective evaluations constitute a percentage of the student’s cumulative grade in each course. Any student who has a consistent problem meeting the psychomotor or affective objectives will be placed on an action plan and if the unacceptable behavior or attitude persists, the student may be recommended for dismissal from the program. The college Admission, Progression, and 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 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) American Society for Clinical Pathology (ASCP) Board of Certification Examination. Graduation and receipt of certificate is not contingent upon passing a certification or licensure exam.

## Awards and Recognition

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

## Curriculum

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

Course		Credits
MLS 201	Clinical Chemistry	12
MLS 202	Hematology/Coagulation/Clinical Microscopy	11
MLS 203	Immunohematology (Blood Bank)	8
MLS 204	Clinical Immunology	4
MLS 205	Clinical Microbiology	14
MLS 206	Special Studies: (Phlebotomy) (Professional Development) (Education) (Research Design and Analysis) (Management)	4
TOTAL		53

Certificate Requirements	Credits
Applied Courses	53
TOTAL	53



## Nursing

In support of the college mission, the nursing program prepares graduates to practice at entry level according to the core components as outlined by the National League for Nursing, in a variety of healthcare settings. The core components and competencies include: human flourishing, nursing judgment, professional identity, and the spirit of inquiry. Additionally, the 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 flourishing needs that motivate responses to the environment and is a full partner in their care.

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

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

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

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

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

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

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

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

## Organizing Framework

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

The organizing framework contains the following core components and competencies:

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

## Clinical Activities and Facilities

Students are assigned to clinical groups to provide a variety of experiences, to provide consistency, and to promote achievement of clinical 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)
- CHS Behavioral Health (Davidson & Randolph)
- CMC-Mercy
- CMC-Myers Park
- CHS-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 patient 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 patient's initials in order to ensure privacy. Students are expected to prepare for clinical assignments as stated in the course syllabus. Students who are not properly prepared will not be permitted to remain in the clinical area.

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

## Competency Guidelines

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

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

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

## Clinical Evaluation

A clinical evaluation tool is designed for each course and is used by the faculty and student to appraise the student's performance. Each student will receive weekly feedback, verbally and/or in writing. Self-evaluation by students is required. The clinical evaluation tool serves as a means for documenting strengths, weaknesses, and progress of the student in meeting the clinical 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 the consistent demonstration of expected role competencies in each objective. 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.

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

## Post-Test Analysis

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

## Test Review

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

## Total Testing

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

## Nursing Progression

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

- A student who is unsuccessful in Nursing 101 or any required co-requisite course may not progress in the nursing curriculum until that course is successfully repeated, but may remain enrolled as a general studies student or may repeat the problematic class at the first available offering in which space is available. A student who is unsuccessful in an intermediate nursing course or a co-requisite class may automatically progress to the next course depending upon placement, space availability, and course offerings. Nursing students who are unsuccessful in a general studies course may not progress if the course is a prerequisite for a course in the subsequent semester. General studies courses are expected to be taken as prescribed in the nursing master curriculum plan. 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 a Petition for Automatic Progression form and return it electronically to the director of student records and information management. Students who complete this form and are offered a space in a course may delay progression by no more than one nursing course. An additional voluntary waiver of progression results in program withdrawal. The nursing faculty 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.
- Any skill that has been previously validated may require reevaluation before the student can return to the clinical setting. Additional remediation may be required for some skills.
- Students who have an outstanding financial obligation to the college will not be allowed to progress.

## Nurse Aide II Certification

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

## Clinical Excellence Awards

In addition to other awards given by the college, nursing excellence 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 Semester, Beginning Level		Credits
NUR 100	Nursing Medical Terminology	8
NUR 101	Nursing Fundamentals	1
BIO 101	Human Anatomy & Physiology I	4
MAT 101	College Math	3
TOTAL		16

Second Semester, Intermediate Level		Credits
NUR 151*	Adult Health	4
NUR 152*	Adult Health	4
BIO 102	Human Anatomy & Physiology II	4
PSY 102	Human Growth & Development	3
TOTAL		15

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

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

<b>Fifth Semester, Advanced Level</b>		<b>Credits</b>
NUR 202	Advanced Nursing	9
<i>HUM ELE</i>	<i>200-level Humanities Course</i>	3
ELE	Elective	3
TOTAL		<b>15</b>

<b>Degree Requirements</b>		<b>Credits</b>
Applied Courses		38
General Education Courses (denoted in italics above)		30
Elective Course		3
TOTAL		<b>71</b>

\*Sequence of classes may vary.

### LPN-to-ADN Option

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



## Radiation Therapy

The radiation therapy program is a one-year certificate program for graduates of accredited radiography or nuclear medicine technology programs. In support of the college mission, the radiation therapy program prepares graduates to function as an entry-level radiation therapist according to the professional didactic curriculum outlined by the American Society of Radiologic Technologists (ASRT) and the clinical competency requirements outlined by the American Registry of Radiologic Technologists (ARRT). Additionally, the radiation therapy program adheres to the core values adopted by the college and by 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. Program faculty are committed to the success of each student. To this end, we accept the responsibility for guiding and directing the student and creating an environment conducive to learning. Program faculty members serve as educators, facilitators, mentors, consultants, role models, and colleagues. We will support, encourage, and challenge the student to achieve professional growth through the acquisition of technical knowledge and to expect personal growth through touching the lives of the very special patients entrusted to their care.

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

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

## Mission and Goals

The mission of the radiation therapy program is to 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 are required to maintain current CPR credentials as required by the college, current immunizations, and to receive annual tuberculin skin testing (TST). All radiation therapy procedures are performed under the direct supervision of a qualified practitioner. Direct supervision means that the qualified practitioner:

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

## Clinical Facilities

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

- Carolinas Medical Center (CMC)
- CHS-NorthEast
- CHS-Pineville
- Gibbs Cancer Center (Spartanburg & Pelham, SC)
- Levine Cancer Center
- Rock Hill Radiation Therapy Center
- CaroMont Regional Medical Center

Other facilities will be added as appropriate.

## Clinical/Lab Attendance and Punctuality

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

## Clinical Expectations

Specific assignments to clinical affiliates are scheduled to provide the student with a variety of experiences in a variety of settings. In addition, regional considerations are also applied when determining clinical schedules. Students will not be required to attend clinical facilities outside of the region for which they were accepted. However, all students are required to be on campus two days per week for completion of associated didactic courses. Students receive a clinical notebook at the beginning of the course with specific guidelines outlining the clinical requirements and objectives for the course as well as policies and procedures for the RTT program. Students are responsible for maintaining proficiency in all radiation therapy procedures and clinical skills previously taught. Periodic evaluation by the clinical coordinator/clinical supervisor will ensure the student is maintaining the necessary clinical skills.

## Clinical Competency Evaluation/Skills

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

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

## Clinical Evaluation Tools

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

## Radiation Safety

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

## Student Pregnancy Policy

If disclosure of a potential pregnancy is presented to the program chair, a counseling session will be immediately arranged with the 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, 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 may be affected by attendance, punctuality and other policy considerations.

## Grade Progression Policy

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

## Awards and Recognition

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

## Certification

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

## Curriculum

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

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

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

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

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



## Radiologic Technology

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

### Philosophy

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

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

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

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

## Clinical Facilities

The following are the major clinical facilities for the program:

- Carolinas Medical Center (CMC)
- CHS-University
- CMC-Myers Park
- CMC-Mercy
- CHS-Pineville
- 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 by phone at least one-half hour in advance of an absence. Leaving prior to the end of clinical schedule or missing labs counts as absent time.

## Clinical Assignments/Preparation

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

## Competency Evaluation/Skills

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

Competency/skills requirements are identified in the clinical notebook. Students must demonstrate competence in all 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/registered radiographer until the student has achieved competency. Direct supervision means that a qualified/registered radiographer:

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

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

The student-to-radiographer ratio must be 1:1. A staff radiographer may not supervise more than one student during any imaging procedure. It is acceptable for more than one student to be temporarily assigned to a registered staff radiographer during the performance of uncommon procedures such as (but not limited to) TMJ's, Mastoids, etc.

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

## Repeat Radiographs

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

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

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

## Radiation Safety

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

## Student Pregnancy Policy

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

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

If notice of voluntary disclosure of a potential pregnancy is presented to the program, the program chair will immediately arrange a counseling session with the 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 other awards given by the college, the Highest Scholastic Achievement in Radiologic Technology Award is presented to the student who has earned the highest overall GPA in program-specific courses. Additionally, the Spirit of Excellence for Radiologic Technology award is presented to the student who best represents esprit de corps, clinical skills, patient care, professionalism, and the core values of Carolinas College.

## Curriculum

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

Fall Semester		Credits
RAD 110	Applied Radiography I	5
HLC 102	Medical Terminology	2
BIO 100	<i>Essentials of Human Anatomy &amp; Physiology</i>	4
MAT 101	<i>College Math</i>	3
TOTAL		<b>14</b>

Spring Semester		Credits
RAD 111	Applied Radiography II	6
RAD 112	Radiation Physics	3
ENG 101	<i>English Composition</i>	3
SOC 101	<i>Introduction to Sociology</i>	3
TOTAL		<b>15</b>

Summer Semester		Credits
RAD 113	Applied Radiography III	6
RAD 114	Imaging I	3
ENG 240	<i>Research and Evaluation</i>	3
TOTAL		<b>12</b>

Fall Semester, Second Year		Credits
RAD 210	Applied Radiography IV	6
RAD 212	Imaging II	4
PHI 201	<i>Ethics</i>	3
TOTAL		<b>13</b>

Spring Semester, Second Year		Credits
RAD 203	Radiation Protection	3
RAD 213	Applied Radiography V	4
PSY 101	<i>General Psychology</i>	3
ELE	General Elective	3
TOTAL		<b>13</b>

Degree Requirements		Credits
Applied Courses		40
General Studies Courses (denoted in italics above)		22
Special Studies & Elective Courses		5
TOTAL		<b>67</b>

Students who have completed a diploma program in radiologic technology and hold current, unencumbered certification can receive 46 semester hours of credit for coursework including anatomy and physiology, medical terminology, and radiologic technology. The curriculum for the associate of applied science degree bridge option is below:

General Education Requirements		Credits
ENG 101	<i>English Composition</i>	3
ENG 240	<i>Research and Evaluation</i>	3
MAT 101	<i>College Math</i>	3
PHI 201	<i>Ethics</i>	3
PSY 101	<i>General Psychology</i>	3
SOC 101	<i>Introduction to Sociology</i>	3
ELE	General Elective	3
TOTAL		<b>21</b>

Degree Requirements		Credits
Radiologic Technology Diploma (transfer/experiential credit)		46
General Studies (denoted in italics above) & Elective Courses		21
TOTAL		<b>67</b>



## 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 SUR 102.

### 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)
- CHS-University
- CMC-Mercy
- CHS-Pineville

## Clinical/Lab Attendance

Clinical/lab experiences are provided each semester to allow students the opportunity to correlate theory with patient care. Students are expected to attend 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 program chair 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 the 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 skill 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 is 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 are unable to take a test during the scheduled period will contact the program chair or responsible faculty at least one hour prior to the testing period. Exceptions will be at the discretion of the program chair on an individual basis. Students who do not notify the program chair or responsible faculty prior to the tests and/or do not come for an examination will meet with the program chair as soon as possible to discuss the reasons for this occurrence. The disposition of this issue will be at the discretion of the program chair and involved faculty members. Students reporting late will not be given extra time. After two incidences of tardiness, the program chair 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 other 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 (National Board of Surgical Technology and Surgical Assisting) 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:

<b>First Term (Fall)</b>		<b>Credits</b>
<i>ENG 101</i>	<i>English Composition</i>	3
<i>BIO 100*</i>	<i>Essentials of Human Anatomy &amp; Physiology</i>	4
HLC 102	Medical Terminology	2
MAT 101	College Math	3
TOTAL		<b>12</b>

<b>Second Term (Spring)</b>		<b>Credits</b>
<i>SOC 101</i>	<i>Introduction to Sociology</i>	3
<i>PSY 101</i>	<i>General Psychology</i>	3
<i>PHI 201</i>	<i>Ethics</i>	3
ELE*	General Elective	3
TOTAL		<b>12</b>

<b>Third Term (Summer)</b>		<b>Credits</b>
SUR 101	Fundamentals of Surgical Care	8
TOTAL		<b>8</b>

<b>Fourth Term (Fall)</b>		<b>Credits</b>
SUR 102	Care Concepts for Surgical Procedures I	11
ELE*	General Elective	3
TOTAL		<b>14</b>

<b>Fifth Term (Spring)</b>		<b>Credits</b>
<i>BIO 200</i>	<i>Microbiology</i>	4
SUR 201	Care Concepts for Surgical Procedures II	11
TOTAL		<b>15</b>

<b>Associate of Applied Science Degree Requirements</b>		<b>Credits</b>
Applied Courses		30
General Studies Courses (denoted in italics above)		23
Special Studies & Elective Courses		8
TOTAL		<b>61</b>

\*BIO 101 & 102 may be taken in place of BIO 100 and one of the two required general elective courses. It is recommended that students pursuing a bachelor's degree or higher take BIO 101 and BIO 102.

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

<b>First Semester</b>		<b>Credits</b>
SUR 101	Fundamentals of Surgical Care	8
HLC 102	Medical Terminology	2
TOTAL		<b>10</b>

<b>Second Semester</b>		<b>Credits</b>
SUR 102	Care Concepts for Surgical Procedures I	11
BIO 100	<i>Essentials of Human Anatomy &amp; Physiology</i>	4
TOTAL		<b>15</b>

<b>Third Semester</b>		<b>Credits</b>
SUR 201	Care Concepts for Surgical Procedures II	11
BIO 200	<i>Microbiology</i>	4
TOTAL		<b>15</b>

<b>Diploma Requirements</b>		<b>Credits</b>
Applied Courses		30
General Studies Courses (denoted in italics above)		8
Special Studies Courses		2
TOTAL		<b>40</b>

Students who have completed a diploma program in surgical technology from an accredited program are awarded 32 semester credit hours toward graduation requirements for the associate of applied science degree representing HLC 102, SUR 101, SUR 102, and SUR 201. Students must complete the remaining general studies and special topics courses to earn the degree. The curriculum for the associate of applied science bridge option is below:

General Education Requirements		Credits
BIO 100	<i>Essentials of Anatomy &amp; Physiology*</i>	4
BIO 200	<i>Microbiology</i>	4
ENG 101	<i>English Composition</i>	3
MAT 101	<i>College Math</i>	3
PHI 201	<i>Ethics</i>	3
PSY 101	<i>General Psychology</i>	3
SOC 101	<i>Introduction to Sociology</i>	3
ELE	General Elective	3
ELE	General Elective	3
TOTAL		<b>29</b>

Degree Requirements		Credits
Surgical Technology Diploma (transfer/experiential credit)		32
General Studies (denoted in italics above) & Elective Courses		29
TOTAL		<b>61</b>

\*It is recommended that students interested in pursuing education beyond the associate's degree take BIO 101 and BIO 102. Doing so will eliminate the need for one of the general elective courses.



## 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.

### Healing Touch

Healing Touch is a nursing-based continuing education program for registered nurses, physicians, massage and 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. The 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.) The Healing Touch Program is endorsed by the American and Canadian Holistic Nurses Associations. Students in this 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 program take CON 021.

### Introduction to Infusion (IV) Therapy

This non-credit, IV refresher/orientation course 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 6.5 hours of continuing education credit and includes 2.5 hours of classroom and 4.0 hours of practical experience. Students in this course take CON 020.

## Nurse Aide I

This 144-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 and is separate from the college's nursing program. Students in this 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/or 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. Satisfactory completion of NAI requires students to attend 92% or 140 hours of the program. All missed classroom content, laboratory and clinical experiences must be made up for the student to successfully complete the program. If any time is missed in clinical or during the final two days of class, no certificate will be issued to the student until time is made up with the next class, pending space availability. If the requirement of 92% attendance is not met, the student will receive an unsatisfactory for the course and not pass the program.

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 for the final written exam will be permitted to take a different exam at a time arranged by the program coordinator.

Students whose immunization records and drug screening are not compliant with the school policy prior to clinical will not be permitted to attend clinical or theory until complete.

### Grading

Numerical range for program grades:

P: 80-100

F: 79 & below

## Nurse Aide II

This 160-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 those 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 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 includes 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: 80-100

F: 79 & below

## Phlebotomy

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

The second half provides the clinical experience in which students are assigned to a variety of healthcare settings to develop skills necessary to perform successful phlebotomy procedures. Times and locations will vary based on the availability of clinical sites. Clinical rotations utilize inpatient and outpatient laboratory facilities of the 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 chair. 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 utilizes a web-based course management system to deliver didactic content. Students are not required to travel to campus. All lectures, assignments, and cognitive examinations are completed online. Clinical checklists are completed at clinical sites (blood center, transfusion service, and reference lab) contracted by the students. Students enrolled in this program take two courses: SBB 010 followed by SBB 020. SBB 010 is offered August to December and SBB 020 is offered December to August 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 healthcare 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 interested in certification 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 of 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. 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 healthcare settings. This is a 12-week Wound Treatment Associate (WTA) Program. The WOCN (Wound, Ostomy, and Continence Nurses) Society developed this program to meet the growing need for skilled wound care providers across 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. The majority of the course is online, with onsite orientation, skills assessments and final exam. Students in this program take 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	
CON 002	Nurse Aide I
CON 003	Nurse Aide II
CON 007	Wound Treatment Associate®
CON 010	Phlebotomy
CON 011	Basic Phlebotomy Skills for Healthcare Professionals
CON 012	Phlebotomy Skills Update
CON 020	Introduction to 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 025	Radiation Therapy Seminar
CON 098	Continuing Education Workshop
CON 099	Continuing Education Workshop

### Integrative Medicine Courses

CON 040	Introduction to Clinical Aromatherapy
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 047	Healing Touch Advanced Practice Workshop I
CON 048	Healing Touch Advanced Practice Workshop II
CON 049	Healing Touch Program Apprentice Clinical Internship
CON 050	Introduction to Integrative Practices



## Course Descriptions

**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. Prerequisite: One unit of anatomy and physiology at the high school or college level.

**CHM 104: General Chemistry I**  
Credits: 4 (3 Class, 1 Lab) This course covers the fundamental principles and laws of chemistry. Topics include measurement, atomic and molecular structure, periodicity, chemical reactions, chemical bonding, stoichiometry, thermochemistry, gas laws and solutions.

**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 Healthcare Professionals**

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

**CON 012: Phlebotomy Skills Update**

This non-credit course is designed as a phlebotomy information update for healthcare 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: Introduction to 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 in class and have the opportunity to practice skills with the vascular access team for four additional hours.

**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 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 037: Healthcare 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 Clinical Aromatherapy**

This non-credit, two-hour class is the required foundation for offering clinical inhalation aromatherapy training in the healthcare setting. Participants will learn the background, safety, benefits, and practical application of essential oils that will be used within Carolinas HealthCare System.

**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 patient 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. Continuing education credit is offered through the national Healing Touch program. Prerequisite: CON 043.

**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 049: Healing Touch Program Apprentice Clinical Internship**

This non-credit course is a 10-month opportunity to complete up to 100 Healing Touch sessions toward the national Healing Touch Program's Level 4 practice requirement. Apprentices will work with oncology patients, under a Healing Touch Certified Practitioner. Apprentices will gain experience with oncology patients in a supervised setting, as well as receive feedback to enhance their practice.

**CON 050: Introduction to Integrative Practices**

This non-credit course will offer a brief overview of a variety of therapies used in integrative medicine in healthcare today. The course covers a brief history of 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, energy medicine, mindfulness and aromatherapy.

**CON 099: Continuing Education Workshop**

This non-credit course is reserved for a faculty development workshop 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. Prerequisite: ENG 101

**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 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.

**HLC 102: Medical Terminology**

Credits: 2 (2 Class) This course is designed to provide a framework for building a medical vocabulary using an applied approach. Emphasis is on understanding basic medical terms and how they are used in documenting and reporting patient care procedures.

**HLC 200: Special Topics**

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

**HUM 201: Cultural Diversity**

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

### **HTL 206: Professional Issues**

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

### **HTL 210: Basic Histotechniques**

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

### **HTL 220: Advanced Histotechniques**

Credits 11 (8 Class, 3 Lab) This course encompasses histochemical principles and application of routine and special staining, the applied techniques of special staining, immunohistochemistry, and enzyme immunohistochemistry, as well as laboratory mathematics utilized in the histopathology laboratory. The theories of staining and dyes along with the associated chemistry, muscle enzyme histochemistry, antibodies and immunohistochemical assays including enzyme pretreatment will be discussed. Use of the

bright field microscope for identification of tissues and cell types, their structure and function, and disease states of the various organ systems as it relates to routine and special staining will be emphasized. The course is designed to build on the cognitive and psychomotor skills learned in previous courses within the histotechnology program. Prerequisite: HTL 210

### **HTL 260: Histotechnology Clinical**

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

### **IDS 101: College Student Success**

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

### **MAT 101: College Math**

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

**MAT 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 (8 Class, 1 Lab, 3 Clinical) This course involves the biochemical analysis of blood, urine, spinal fluid, and other body fluids with manual procedures and state of the art instrumentation. Emphasis is placed on the clinical significance of such analytes as electrolytes, enzymes, lipids, and carbohydrates. Drug identification, endocrinology studies, and the serological detection, application and clinical significance of viral hepatitis are included. Quality assurance, including quality control, is emphasized daily to ensure accuracy and validity of testing along with the utilization of the Laboratory Information System (Misys). This course includes laboratory mathematical applications relating to clinical chemistry. Pre-analytical, analytical, and post-analytical components are discussed and evaluated throughout the course to enhance critical thinking skills. Included in this course are opportunities to observe procedures in the kidney dialysis unit, 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 (6 Class, 2 Lab, 3 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 cytogenetics, histology, cytology and andrology laboratories 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: Immunohematology**

Credits: 8 (5 Class, 2 Lab, 1 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: 4 (3 Class, 1 Practicum) This course encompasses essential theoretical principles of immunology utilized in the clinical serology and molecular laboratories. Emphasis is placed on the theory of immunity, antibody production, autoimmunity, and the principles of testing methodologies for diagnosing and monitoring immune disorders and infectious diseases. Clinical experiences include rotations in the serology, molecular, flow cytometry, and histocompatibility laboratories. To enhance the student's critical thinking skills, pre-analytical, analytical, and post-analytical components are discussed and evaluated throughout the course. Prerequisite: Admission to the medical laboratory science program

**MLS 205: Clinical Microbiology**

Credits: 14 (10 Class, 3 Lab, 1 Practicum) This course encompasses essential theoretical principles of bacteriology as well as parasitology. Great emphasis is placed upon specimen collection, handling and processing of specimens for the isolation and identification of microorganisms involved in the infectious disease process in the community and healthcare setting. Clinical importance and relevance is stressed on dealing with different patient populations, specimen types, infections, diseases, treatment, and complications arising from various settings. Also presented in this course is the study of mycobacteria, fungi, (TB/mycology) and viruses. The TB/mycology rotation encompasses didactic and clinical instruction in the principles, processing, identification and susceptibility testing of tuberculosis and their like-organisms along with fungi. Virology includes the study of DNA and RNA viruses and their associated diseases, causative agents, diagnosis, and treatment. Emphasis is also placed upon the use of a bright field microscope and its importance in determining specimen quality and assisting in the diagnosis and identification of infectious diseases. Pre-analytical, analytical, and post-analytical components are also discussed and evaluated throughout the course to enhance critical thinking skills. Prerequisite: Admission to the medical laboratory science program.

**MLS 206: Special Studies**

Credits: 4 (3 Class, 1 Practicum) 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 and lab/clinical course which introduces concepts basic to nursing practice and the role of the Associate Degree Nurse. The course provides the basis for student learning related to the practice of nursing including the core components of human flourishing, nursing judgment, professional identity and spirit of inquiry. Clinical emphasis is placed on the application of the core components and competencies when caring for one or more patients in a variety of healthcare settings. Prerequisite: Admission to the nursing program. Co-requisites: BIO 101, NUR 100/HEA 102, MAT 101.

**NUR 151: Adult Health**

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

**NUR 152: Adult Health**

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

**NUR 153: Child & Adolescent Health**

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

**NUR 154: Maternal-Neonatal Health**

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

**NUR 155: Behavioral Health**

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

**NUR 200: Nursing Clinical Elective**

Credits: 3 (1 Class, 2 Clinical) This is a clinically focused course designed to allow students additional clinical experience in an area of interest while meeting elective credit requirements. The student will attend ninety (90) clinical hours with an assigned clinical preceptor. The course emphasizes the core components of human flourishing, nursing judgment, professional identity and spirit of inquiry. Prerequisites: NUR 151, 152, 153, 154, 155.

**NUR 201: Transcultural Nursing**

Credits 3 (1 Class, 2 Lab/Clinical) This is a clinical/community health focused course designed to allow students the opportunity to gain insight into the health and well-being of individuals and communities in a developing country. While meeting elective requirements, there is emphasis on the core components of human flourishing, nursing judgment, professional identity and spirit of inquiry in a transcultural experience in the country of Belize. This is accomplished through the observation of healthcare delivery, participation in nursing activities and cultural experiences. The course emphasizes, cultural awareness and assessment, clinical decision-making in a non-US hospital environment, and risk assessment of individuals and populations. The student will attend sixty (60) clinical hours with an assigned course faculty member.

### **NUR 202: Advanced Nursing**

Credits: 9 (4 Class, 5 Lab/Clinical) This 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 patients across the lifespan. The course emphasizes the core components of human flourishing, nursing judgment, professional identity and spirit of inquiry in providing care for groups of patients with complex or multiple health problems in a variety of settings by working with an individually assigned staff RN in assuming the roles of the Associate Degree Nurse within the discipline of nursing. Prerequisites: NUR 151, 152, 153, 154, 155. Co-requisites: 200-Level Humanities Course, Elective.

### **PHI 201: Ethics**

Credits: (3 Class) This course introduces theories about the nature and foundations of moral judgments and applications to contemporary moral issues. Ethical systems studied in the course will examine specific case studies. Upon completion of the course, students should be able to apply various ethical theories to individual moral issues. Prerequisites: ENG 101

### **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 (3 Class, 3 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. 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. Co-requisites: RTT 211, 221, 241, 250.

**RTT 232: Treatment Planning**

Credits: 3 (3 Class) This course provides an in-depth study of radiotherapy planning procedures. Emphasis is placed upon data acquisition, isodose construction, image acquisition and image fusion, computer-aided

planning, plan evaluation and optimization, target and critical structure identification, and prescription variations. A discussion of current and developing treatment methods in correlation with each anatomic region will be included. Prerequisites: RTT 231. Co-requisites: RTT 222, 242, 260, 270.

**RTT 240: Radiation Therapy Practicum I**

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

**RTT 241: Radiation Therapy Practicum II**

Credits: 4 (4 Practicum) This course is a continuation of Radiation Therapy Practicum I. Students are expected to progress toward integration of fundamental and advanced concepts. Required objectives and competencies will be 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.

**SOC 201: Social Issues**

Credits: 3 (3 Class) This course is designed to provide a study and analysis of contemporary social issues. Emphasis is on the causes, consequences and possible solutions to problems associated with institutions, inequality, crime and social deviance, and global issues. Prerequisite: SOC 101

**SUR 101: Fundamentals of Surgical Care**

Credits: 8 (5 Class, 2 Lab, 1 Practicum) Fundamentals of Surgical Care is a theory and lab /practicum course that introduces concepts basic to practice as a surgical

technologist. The course provides the basis for the essential and supporting elements of communication, safety, legal-ethical considerations, instrumentation, surgical equipment, aseptic techniques, positioning, prepping and draping, counts in surgery, wound healing and wound closure, syringes, needles, weights and measures, surgical drainage systems, surgical specimens and wound dressings used in surgery. Additionally, the surgical patient, vital signs, and preoperative routines are explored. The role of the surgical team and professional responsibilities are covered. The clinical application of basic surgical skills are developed in the skills lab and through guided interaction in the live surgical environment. Prerequisite: Admission to the surgical technology program. Co-requisite: HLC 102.

**SUR 102: Care Concepts for Surgical Procedures I**

Credits: 11 (7 Class, 1 Lab, 3 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 explored. The course introduces the student to surgical procedures performed in general, obstetrical, gynecological, orthopedic and urological specialties. Emphasis in practicum 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 or both BIO 101 and 102.

**SUR 201: Care Concepts for Surgical Procedures II**

Credits: 11 (6 Class, 5 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.



## Teammates and Other Personnel

### BOARD OF DIRECTORS

**C. Marcus Harris, Chair of the Board**  
AB, Duke University  
MA, University of Arizona  
JD, Duke University

**George Battle**  
BA, University of North Carolina at Chapel Hill  
JD, University of North Carolina at Chapel Hill

**Barbara Busey**  
BA, University of Georgia  
MA, Georgia State University

**Mary Hall, MD**  
BA, State University of New York at Binghamton  
MD Cornell University Medical Center

**James Hunter, MD**  
BA, University of Virginia  
MBA, Webster University  
MD, University of Virginia

**Grace Sotomayor**  
BSN, Lehman College  
MBA, University of Missouri, St. Louis  
MSN, Hunter College  
DNP, University of South Alabama

**Ginger Walker**  
Diploma, Carolinas College of Health Sciences

**Robert King, Director Emeritus**  
BS, Hampden-Sydney College  
JD, University of North Carolina at Chapel Hill

### MEDICAL ADVISORS

**Michael Haake, MD**  
Medical Advisor, School of Radiation Therapy  
MD, Indiana University School of Medicine

**Kent Kercher, MD**  
Medical Advisor, School of Surgical Technology  
MD, University of North Carolinas at Chapel Hill

**Edward H. Lipford, MD**  
Medical Advisor, School of Clinical Laboratory  
Sciences  
MD, Vanderbilt University School of Medicine

**Carol Weida, MD**  
Medical Advisor, Specialist in Blood Bank Technology/  
Transfusion Medicine Program  
MD, Pennsylvania State School of Medicine

## Administration

### Hopkins, Hampton

President  
BS, Winthrop University  
MS, University of Tennessee at Knoxville  
EdD, University of North Carolina at Charlotte

### Bequette, Lori

Provost  
BS, West Virginia University  
MA, West Virginia University  
PhD, West Virginia University

Vacant

Dean, Student Affairs and Enrollment Management

### Bradshaw, Kim

Dean, Administrative and Financial Services  
BA, Winthrop University  
MEd, Jones International University

### Sheppard, Ellen

President Emeritus  
BS, James Madison University  
MEd, Tarleton State University  
EdD, Nova Southeastern University

## Program Chairs

Vacant

Chair, Nursing

### Braswell, Lee

Chair, Radiation Therapy  
AAS, Pitt Community College  
BAS, Elon University  
Radiation Therapy Diploma, UNC-Chapel Hill  
Medical Dosimetry Diploma, Pitt Community College  
MPH, Armstrong Atlantic State University  
Certification: RT (R)(T), CMD

### Huffstetler, Jodie

Chair, Radiologic Technology  
AAS, Carolinas College of Health Sciences  
BS, University of Central Missouri  
MAEd, University of Phoenix  
Certification: RT (R)

### Shirley, Kelly

Chair, Clinical Laboratory Sciences  
Certificate, Mercy Hospital School of Medical Technology  
BS, Appalachian State University  
MAEd, University of Phoenix  
Certification: MLS (ASCP)cm SBBcm

### Simien, Kali

Chair, Surgical Technology  
Diploma, Sentra School of Surgical Technology  
BS, University of North Carolina at Charlotte  
Certification: Surgical Technologist

### Smith, Jared

Chair, General Studies  
BS, College of Charleston  
MS, University of Saint Joseph  
MS, University of Texas of the Permian Basin  
Certification: CSCS

## Faculty and Staff

Vacant

Learning Technology Specialist

Vacant

Staff Assistant, Nursing

### Agee, Reeshenah

Staff Assistant, Business Office

### Alexander, Mildred

Lead Instructor, Nurse Aide  
BSN, Fairleigh Dickenson University  
Certification: BCLS Instructor  
Licensure: Registered Nurse

### Barnes, Sue J.

Coordinator of NA I and NA II Programs  
AS, Central Piedmont Community College  
Certification: BCLS Instructor, Gerontology  
Licensure: Registered Nurse

### Bean, Cynthia

Faculty, Medical Laboratory Science  
Certificate, Charlotte Memorial Hospital School of  
Medical Technology  
BSMT, University of North Carolina at Greensboro  
Certification: MLS (ASCP)cm SCcm

### Bellamy, Janice

Staff Assistant, Academic Affairs  
AAS, Peace College

### Bennett, Lakisha

Staff Assistant, Continuing Education  
BS, Fayetteville State University  
MS, North Carolina A & T University

**Binetti, Jane**

Faculty, Nursing  
BSN, Seton Hall University  
MSN, University of Phoenix  
DNP, Duquesne University  
Certification: BCLS  
Licensure: Registered Nurse

**Borchardt, Alisha**

Clinical Coordinator, Radiological Technology  
Computed Tomography Certificate, Cabarrus College  
of Health Sciences  
AAS, Carolinas College of Health Sciences  
BA, University of North Carolina at Charlotte  
Certification: RT (R)(CT)

**Borysewicz, Cathy**

Interim Chair and Faculty, Nursing  
BSN, Adelphi University  
MSN, Adelphi University  
Certification: Psychiatric and Mental Health Nursing;  
Certified Nurse Educator; BCLS Instructor;  
Healing Touch Practitioner  
Licensure: Registered Nurse

**Bossick, Michael**

Faculty, Sociology  
BA, Bowling Green University  
MA, Georgia Southern University  
PhD, University of Kentucky

**Brazelton, Megan**

Clinical Faculty, Nursing  
BSN, University of North Carolina at Chapel Hill  
Certification: Certified Pediatric Nurse; BCLS  
Instructor; PALS Instructor  
Licensure: Registered Nurse

**Campbell, Patricia (Trish)**

Faculty, Nursing  
BSN, University of North Carolina at Charlotte  
MSN, Queens University of Charlotte  
Certification: BCLS Instructor  
Licensure: Registered Nurse

**Chapman, Audrea**

Accountant II, Business Office  
BS, Catawba College

**Christian, Pamela**

Faculty, Nurse Aide  
BSN, Oakland University  
MSN, Walden University  
Licensure: Registered Nurse

**Collier, Misty**

Faculty, Psychology  
BS, University of North Carolina at Chappell Hill  
MA, University of North Carolina at Charlotte

**Colton, Deanna**

Faculty, Microbiology  
BS, Virginia Polytechnic Institute and State University  
PhD, University of Georgia

**Cook, Lois**

Faculty, Nursing  
BSN, Indiana University  
MSN, University of North Carolina at Charlotte  
Certification: BCLS Instructor  
Licensure: Registered Nurse

**Cozzen, Carla**

Faculty, Biology  
BS, University of California at Davis  
MS, University of North Carolina at Charlotte

**Davis, Gardenia**

Faculty, Surgical Technology  
Certificate, University of North Carolina at Charlotte  
Diploma, Carolinas College of Health Sciences  
BS, Howard University  
Certification: Surgical Technologist

**Godwin, Joy**

Staff Assistant, Student Services

**Gonzales, Alicia**

Faculty, Nurse Aide  
BSN, University of South Carolina at Spartanburg  
MHCA, University of North Carolina at Charlotte  
Certification: BLS Instructor  
Licensure: Registered Nurse

**Griffin, Mary**

Clinical Faculty, Nursing  
Certificate in Practical Nursing, Rock Hill Career  
Development Center  
AAS, Central Piedmont Community College  
BSN, Gardner-Webb University  
MSN, Gardner-Webb University  
PhD, University of North Carolina at Greensboro  
Certification: Gastroenterology Registered Nurse;  
BCLS; Certified Nurse Educator  
Licensure: Registered Nurse

**Hall, Theresa**

Faculty, General Studies  
BSN, Georgetown University  
MD, State University of New York at Stony Brook

**Hayes, Tracy**

Faculty, Nursing  
BSN, Pennsylvania State University  
MSN, University of North Carolina at Charlotte  
Certification: Pediatric Nurse  
Licensure: Registered Nurse

**Henderson, Pardee**

Faculty, Continuing Education  
BA, University of North Carolina at Chapel Hill  
MPH, University of North Carolina at Chapel Hill  
Certification: HTCP/I; RM/T; IBCLC

**Henley, Noah**

Faculty, Biology  
BS, Appalachian State University  
MA, Appalachian State University

**Hirsch, Meredith**

Clinical Faculty, Nursing  
AAS, Carolinas College of Health Sciences  
BSN, University of North Carolina at Charlotte  
MSN, University of North Carolina at Charlotte  
Licensure: Registered Nurse

**Hobson, Cyndie**

Faculty, Medical Laboratory Science  
Certificate, Charlotte Memorial Hospital School of  
Medical Technology  
BSMT, University of North Carolina at Wilmington  
Certification: MLS (ASCP)cm SMcm

**Holandez, Diahane**

Faculty, Nursing  
BSN, Dominican College  
MSN, Lehman College  
Licensure: Registered Nurse

**James, Tracy**

Faculty, General Studies  
BS, University of Kerala, India  
MS, University of Mumbai, India  
PhD, Virginia Polytechnic Institute and State University

**Jordan, Gwendolyn (Lynn)**

Faculty, Nursing  
AAS, Central Piedmont Community College  
BSN, University of North Carolina at Charlotte  
MSN, University of South Carolina  
Certification: BCLS Instructor  
Licensure: Registered Nurse

**Kanos, Marina**

Faculty, Nurse Aide  
BSBA, University of South Carolina  
BSN, Queens University of School of Nursing  
Licensure: Registered Nurse

**Keathley, Ann**

Staff Assistant, Business Office

**King, Rachael**

Clinical Faculty, Nursing  
AAS, Trocair College  
BSN, State University of New York at Buffalo  
MSN, South University  
Certification: Certified Medical-Surgical Registered  
Nurse  
Licensure: Registered Nurse

**Lamberta, Tina**

Clinical Faculty, Nursing  
BSN, Aldephi University  
MSN, Queens University  
Licensure: Registered Nurse

**Lewis, Pat**

Administrative Assistant to the President

**Lynch, Cynthia (Terri)**

Faculty, Nursing  
Diploma, Presbyterian Hospital School of Nursing  
BSN, East Carolina University  
MSN, University of South Carolina  
Certification: Certified Nurse Educator, Medical-  
Surgical Nursing, BCLS Instructor  
Licensure: Registered Nurse

**Martin, Beverly**

Clinical Coordinator, Radiation Therapy  
Certificate, Spartanburg Community College  
AAS, Trident Technical College  
BS, Adventist University of Health Sciences  
Certification: RT (R)(T)

**Mbayabu, Matamba**

Faculty, Math  
BS, Davidson College  
MA, University of North Carolina at Charlotte

**McCloskey, Janie**

Faculty, Nursing  
BSN, University of Kentucky at Lexington  
MSN, University of North Carolina at Charlotte  
Certification: BCLS Instructor  
Licensure: Registered Nurse

**McColgan, Janna**  
Instructional Designer  
BS, Temple University  
MEd, Kutztown University

**Meunier, Jackie**  
Faculty, Nursing  
BSN, East Carolina University  
MSN, Gardner-Webb University  
Licensure: Registered Nurse

**Mihal, Ruthie**  
Manager, Alumni Relations and Development  
BS, Clarion University of Pennsylvania

**Miller, Cathey**  
Faculty, Radiologic Technology  
Diploma, Charlotte Memorial Hospital School of  
Radiologic Technology  
BHS, Medical University of South Carolina  
MA, Nova Southeastern University  
Certification: RT (R); BCLS Instructor

**Miller, Karen Hill**  
Faculty, Nursing  
BSN, University of North Carolina at Charlotte  
MSN, University of North Carolina at Charlotte  
Certification: BCLS Instructor; Certified Nurse  
Educator  
Licensure: Registered Nurse

**Mullis, Eric**  
Faculty, General Studies  
BA, Winthrop University  
MA, University of South Carolina  
PhD, University of South Carolina

**Newman, Merritt**  
Admissions Representative  
BA, Auburn University  
MA, University of Virginia

**Olson-Kennedy, Kristin**  
Faculty, Nurse Aide  
BSN, East Carolina University  
MSN, University of North Carolina at Charlotte  
Licensure: Registered Nurse

**Palmer, Shelley**  
Faculty, English  
BA, University of North Carolina at Chapel Hill  
MA, University of North Carolina at Charlotte

**Parkman, Mary**  
Clinical Coordinator, Radiation Therapy  
Certificate, Spartanburg Community College  
BS, University of Central Arkansas  
MHA, Pfeiffer University  
Certification: RT (R)(M)(T)

**Patterson, Susan**  
Faculty, Nursing  
Diploma, South Chicago Community Hospital School  
of Nursing  
BSN, Benedictine University  
MSN, University of Illinois, Chicago  
DNP, Gardner-Webb University  
Certification: Case Manager; BCLS Instructor; Certified  
Nurse Educator  
Licensure: Registered Nurse

**Penny, Sharran**  
Learning Resource Specialist  
AAS, Vance-Granville Community College  
BSN, University of North Carolinas at Greensboro  
MSN, University of North Carolinas at Greensboro,  
Walden University  
Licensure: Registered Nurse

**Powell, Jill**  
Director, Financial Aid  
BS, Winthrop University  
MBA, Winthrop University

**Pulliam, Cheryl**  
Institutional Research Coordinator  
BA, Wake Forest University  
MPH, University of North Carolina at Chapel Hill

**Rancati, Chrisanne**  
Director, Student Records and Information  
Management  
BA, William Paterson University  
MA, John Jay College of Criminal Justice

**Rillorta, Rhoda**  
Director, Recruitment and Retention  
BA, Charleston Southern University  
MA, Webster University

**Robinson, Sherlene**  
Clinical Faculty, Nursing  
ADN, Oakwood College  
BSN, Southwestern College  
MSN, University of Phoenix  
Licensure: Registered Nurse

**Scibetta, Sarah**  
Clinical Faculty, Nursing  
AS, Niagara County Community College  
BSN, State University of New York at Buffalo  
Certification: Neonatal Resuscitation Program  
Licensure: Registered Nurse

**Sellers, Alex**  
Faculty, Nurse Aide  
AS, Queens University of Charlotte  
BSN, Appalachian State University  
Licensure: Registered Nurse

**Sloan, Shannon**  
Faculty, Radiologic Technology  
Magnetic Resonance Imaging Certificate, Cabarrus  
College of Health Sciences  
AAS, Emory University  
BA, University of North Carolina at Chapel Hill  
Certification: RT (R)(MR)

**Smith Jr., Samuel L.**  
Student Success Coordinator  
BBA, Baker College  
MBA, University of Phoenix

**Thomasson, Susan B.**  
Director, Continuing Education  
Certificate, Charlotte Memorial Hospital School of  
Medical Technology  
BS, Western Carolina University  
MEd, University of North Carolina at Charlotte  
Certification: MT (ASCP)SH  
Licensure: Massage and Bodywork Therapist,  
NC Lic 4574

**Turner, Larry**  
Manager, Institutional Technology  
AAS, Central Piedmont Community College  
Certification: Microsoft A+, Microsoft Network+

**Vardian, Carol Ann**  
Faculty, Nurse Aide  
Diploma, Millard Fillmore School of Nursing  
Certification: BCLS  
Licensure: Registered Nurse

**Walling, Tracy**  
Education Coordinator, Histotechnology  
BS, University of Connecticut  
Certification: HT(ASCP)

**Webb, Michelle**  
Staff Assistant, Academic Affairs  
AS, Dutchess Community College  
BS, Syracuse University

**Williams, Kristy**  
Clinical Faculty, Nursing  
AAS, Carolinas College of Health Sciences  
BSN, University of North Carolina at Charlotte  
MSN, University of North Carolina at Charlotte  
DNP, Gardner Webb University  
Certification: BCLS Instructor  
Licensure: Registered Nurse

**Woodard, Deborah**  
Faculty, Continuing Education  
BSN, D'Youville College  
MSN, Queens University of Charlotte  
Certification: Wound, Ostomy, Continence Nurse  
Licensure: Registered Nurse

**Wrisley, Caroline**  
Clinical Faculty, Nursing  
BS, Meredith College  
BSN, East Carolina University  
MSN, East Carolina University  
Licensure: Registered Nurse

**Yarborough, Kimberly**  
Faculty, Medical Laboratory Science  
Certificate, Charlotte Memorial Hospital School of  
Medical Technology  
BS, North Carolina State University  
Certification: MLS (ASCP)cm SHcm



To learn more about admissions and the application process,  
visit our website at [CarolinasCollege.edu](http://CarolinasCollege.edu).

1200 Blythe Boulevard • Charlotte, North Carolina 28203 • 704-355-5043