

# CABARRUS COLLEGE OF HEALTH SCIENCES



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CATALOG  
2007 - 2008

## CONTENTS

Greetings From The Chancellor . . . . .	3
History . . . . .	4
Mission and Goals . . . . .	5
Admission . . . . .	10
Financial Information . . . . .	23
Student Life . . . . .	31
Academic Information and Policies . . . . .	43
General College Regulations . . . . .	44
Programs of Study . . . . .	55
Course Descriptions . . . . .	77
Faculty/Staff Directory . . . . .	93
Index . . . . .	102



## **GREETINGS FROM THE CHANCELLOR**

We are pleased that you are considering enrolling at Cabarrus College of Health Sciences. Our state-of-the-art facility on the campus of CMC - NorthEast in Concord offers you unparalleled educational opportunities.

You are entering the healthcare field at an exciting time. The demand for healthcare providers is growing rapidly and many of our associate and baccalaureate degree programs are projected to be among the fastest growing career fields nationally over the next 10 years. More importantly, our graduates have high pass rates on certification exams for each program requiring licensure, ensuring that you will be well prepared for your chosen career.

We invite you to visit Cabarrus College to learn first hand why successful careers in healthcare begin here.

Anita A. Brown, RN, M. Ed.  
Chancellor

## HISTORY

Cabarrus County Hospital opened a three-year diploma school of nursing to help meet the demand for registered nurses for both the military and civilian populations during World War II. Sixteen students entered the program on February 2, 1942 and were taught by a small teaching staff, including physicians. The National League for Nursing accredited the School of Nursing in 1963. In 1966, due to increasing enrollment, additional classrooms, library facilities, faculty and staff were necessary. The three-year curriculum was decreased to thirty-three months.

In February 1973, upon recommendation of the Cabarrus Memorial Hospital board of trustees, the North Carolina Board of Nursing approved the first two-year hospital based diploma program in North Carolina. The curriculum changes were a result of extensive review of the school's curriculum and current educational trends. In June 1974, the School of Nursing was notified that the NLN accreditation would be continued. The first class was admitted to the two-year program in the fall of 1974, graduated in June 1976 and had a 100% pass rate on the licensure examination.

The Cabarrus Memorial Hospital's board of directors was granted the authority to award the associate degree by the North Carolina General Assembly. In June 1989, the first associate degrees were awarded.

During 1992, the school celebrated its 50th anniversary. To mark this historic occasion and to honor its founder, the school of nursing was officially renamed the Louise Harkey School of Nursing.

In January 1995, the school received its initial accreditation from the Commission on Colleges of the Southern Association of Colleges and Schools to award the associate degree. In January 1996, the Harkey School of Nursing became the cornerstone division of the newly named Cabarrus College of Health Sciences. In June 1998, the Commission on Colleges recognized the allied health division addition with continued accreditation for the College.

The North Carolina General Assembly granted the College the authority to award baccalaureate degrees in 1998 and regional accreditation at this higher level was reaffirmed in December 2000. The College now offers three baccalaureate completion programs so we can achieve an even higher level of Excellence in Health Sciences Education.

With the growing needs of the health care industry and subsequently the physical space needs of the College, we teamed with CMC - NorthEast and the NorthEast Foundation to fund and build a new college facility on the CMC - NorthEast campus which opened in January 2004. This new facility makes way for continued growth of the College.

Also in 2004, the North Carolina General Assembly granted the College authority to award advanced degrees to graduates of the nursing education or allied health sciences programs. While the college does not currently provide advanced degrees within these programs, it is anticipated for the future growth of the college.

## **MISSION**

Cabarrus College of Health Sciences is committed to educational excellence in the preparation of men and women for service in health professions within our region.

## **GOALS**

- To recruit, admit, and retain students from diverse backgrounds who have demonstrated specified standards of scholarship and personal character, and focused educational goals.
- To provide a continuum of quality education programs that foster professionalism, critical thinking and life-long learning.
- To cultivate a milieu which promotes the development of attitudes and skills which foster responsiveness to diverse community needs and promote quality in healthcare delivery.
- To facilitate the integration of fundamental quantitative processes, communication skills, the sciences, and humanities to promote professional growth and personal development.
- To prepare individuals to function with competence and compassion within their chosen health science field.
- To recruit, develop and retain diverse, qualified faculty, professional staff and administrators who are committed to providing the highest quality education and service to students.
- To utilize fiscal, physical and information technology resources to promote educational excellence.
- To serve the public through health science education outreach and community service programs.

## **ACCREDITATION AND APPROVAL**

Cabarrus College of Health Sciences is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; Telephone number 404-679-4501) to award associate and baccalaureate degrees.

### **The College has approved programs for Veterans' Benefits**

Department of Veterans Affairs  
Office of Public Affairs  
810 Vermont Avenue, NW  
Washington, DC 20420  
(800) 827-1000

### **The Louise Harkey School of Nursing Associate Degree program is accredited by**

The National League for Nursing Accrediting Commission  
61 Broadway  
New York, NY 10006  
(212) 363-5555

### **and is approved by**

The North Carolina Board of Nursing  
3724 National Drive, Suite 201  
Raleigh, NC 27612  
(919) 782-3211

### **The Louise Harkey School of Nursing Baccalaureate program is accredited by**

The Commission on Collegiate Nursing Education (CCNE)  
One Dupont Circle, Suite 530  
Washington, DC 20036-1120  
(202) 887-6791

### **The Medical Assistant program is accredited by**

The Commission on Accreditation of Allied Health Education Programs ([www.caahep.org](http://www.caahep.org)) upon the recommendation of the Curriculum Review Board of the American Association of Medical Assistants Endowment (CRB-AAMAE).

Commission on Accreditation of Allied Health Education Programs  
1361 Park Street  
Clearwater, FL 33756  
727/210-2350

### **The Occupational Therapy Assistant program is accredited by**

The Accreditation Council for Occupational Therapy Education (ACOTE)  
located at: the Accreditation Committee of the American Occupational Therapy Association  
4720 Montgomery Lane  
P. O. Box 31220  
Bethesda, MD 20824-1220  
(301) 652-AOTA(2682)

### **The Surgical Technology program is accredited by**

The Commission on Accreditation of Allied Health Education Programs (CAAHEP)  
The Accreditation Review Committee on Education in Surgical Technology  
6 West Dry Creek Circle, Suite 210  
Littleton, CO 80120-8031  
(303) 694-3655

Please note that this catalog is intended for information purposes only. Although the publisher has made every reasonable effort to attain factual accuracy herein, no responsibility is assumed for editorial, clerical or printing errors or errors made by mistake. The publisher has attempted to present information that, at the time of printing, most accurately describes the course offerings, faculty listings, policies, procedures, regulations and requirements of the College. Requirements, rules, procedures, courses and informational statements are subject to change.

The catalog does not establish contractual relationships.

### **NOTICE OF COMPLIANCE WITH FEDERAL LAW**

Cabarrus College of Health Sciences is operated on a nondiscriminatory basis. The College complies with federal law. This commitment is in keeping with:

**Title IX.** Cabarrus College of Health Sciences does not discriminate on the basis of sex in its employment practices for academic or non-academic personnel, in its admission of students or in its educational programs or activities.

**Title VI.** Cabarrus College of Health Sciences employs individuals and extends to students and employees of any race, color or national origin all rights, privileges, programs and activities generally accorded or made available to students and employees at the College.

CCHS does not discriminate on the basis of race, color or national origin in administration of its educational policies, admission policies, scholarship and loan programs and other College-sponsored programs.

**The Rehabilitation Act of 1973, Section 504.** Cabarrus College of Health Science does not discriminate against employees, students or applicants who are handicapped.

**Age Discrimination Act.** Cabarrus College of Health Sciences does not discriminate against students or applicants on the basis of age.

CCHS does not discriminate against employees or prospective employees on the basis of age.

**Family Educational Rights and Privacy Act of 1974. (FERPA)** Cabarrus College of Health Sciences ensures that students have access to certain records that pertain to them and that unauthorized persons do not have access to such records.

**Health Insurance Portability and Accountability Act of 1996. (HIPAA)** Cabarrus College of Health Sciences protects the healthcare information of students and is only available to authorized personnel.

**Graham -Leach-Bliley Modernization Act (GLB) of 1999.** Cabarrus College of Health Sciences protects the student's financial records and access is available to authorized personnel only..

## **RIGHT-TO-KNOW STATEMENT**

Pursuant to the federal Student Right-to-Know Act.

- CCHS graduation rates may be obtained from the Dean for Quality Enhancement Services
- Information on crime statistics is available upon request from the Student Services Office.
- Information on Financial Aid is available upon request from the Dean for Administrative Services.

## **CLINICAL AFFILIATIONS**

Cabarrus College of Health Sciences has formal clinical arrangements with over 100 health care agencies in its service region. These agencies include acute care organizations, clinic operations, mental health services, long term care facilities, and community health providers. Primary affiliates include: NorthEast Medical Center, Rowan Regional Medical Center, Caramont Health, Novant Presbyterian, Lake Norman Regional Medical Center and the V.A. Medical Center of Salisbury, each of which is accredited by the Joint Commission on the Accreditation of Health Care Organizations. Clinical experiences are an integral part of the education of CCHS students. Placement of students in specific sites for these experiences is determined by and is the responsibility of the faculty of the program. Each agency reserves the right to determine the appropriateness of the student's conduct and activity for purposes of continuing at the facility.

## **NONDISCRIMINATION**

Cabarrus College of Health Sciences makes every effort to comply with state and federal laws, both in practice and in spirit. The College promotes equal educational opportunities regardless of race, creed, color, religion, sex, age, marital status, affectional orientation, disability or national origin, and does not knowingly practice discrimination in the recruitment, admission, progression, graduation and withdrawal policies or in any other activities affecting students.

Any questions regarding requests for reasonable accommodation should be directed to the Chancellor's office.

## **GRADUATION RATE DISCLOSURE STATEMENT**

Our data shows that 73% of the first time, full time degree/diploma seeking college students who entered Cabarrus College of Health Sciences in the fall of 2000 graduated with an associate degree or diploma as of June 2003. In addition, for all degree seeking students entering Cabarrus College of Health Sciences for the first time in the fall 2003, 43% graduated with a diploma or degree by June 2005 (graduated in 2 years) and 60% graduated with an associate degree or diploma by June 2006 (graduated within three years).

Information in this catalog is accurate as of the date of publication. Cabarrus College of Health Sciences reserves the right to make any changes in its administrative and educational policies, curriculum and financial requirements that seem advisable to the governing board, administration and faculty of the College.



CABARRUS COLLEGE OF HEALTH SCIENCES  
ACADEMIC CALENDAR  
Diploma/Degree Programs  
2007 - 2008

**FALL SEMESTER**

Fall Orientation . . . . .	August 14, 15, & 16, 2007
Clinical re-orientation . . . . .	August 17, 2007
Registration ends and classes begin . . . . .	August 20, 2007
End of Drop/Add . . . . .	August 24, 2007
Labor Day Holiday . . . . .	September 3, 2007
Classes resume . . . . .	September 4, 2007
Convocation on Caring . . . . .	September 16, 2007
Fall Break . . . . .	October 15, 16, & 17, 2007
Classes resume . . . . .	October 18, 2007
*Last day to drop course without academic penalty . . . . .	October 24, 2007
Pre-registration for spring semester (enrolled students) . . . . .	October 29 - November 5, 2007
Thanksgiving Holidays . . . . .	November 22 & 23, 2007
Classes resume . . . . .	November 26, 2007
Finals exams and evaluation . . . . .	December 10 - 14, 2007
Recognition Ceremony . . . . .	December 17, 2007

**SPRING SEMESTER**

Spring orientation . . . . .	January 2 - 4, 2008
Clinical re-orientation . . . . .	January 4, 2008
Registration ends and classes begin . . . . .	January 7, 2008
End of Drop/Add . . . . .	January 11, 2008
Spring Break . . . . .	March 10-14, 2008
Classes resume . . . . .	March 17, 2008
*Last day to drop course without academic penalty . . . . .	March 17, 2008
Pre-registration for summer sessions and fall semester . . . . .	March 17 - 25, 2008
Easter Holiday . . . . .	March 24, 2008
Final exams and evaluation . . . . .	April 28 - May 2, 2008

Cabarrus College of Health Sciences Graduation . . . . . May 6, 2008

**SUMMER SESSION I**

Registration ends and classes begin . . . . .	May 12, 2008
End of Drop/Add . . . . .	May 16, 2008
Memorial Day Holiday . . . . .	May 26, 2008
Classes resume . . . . .	May 27, 2008
*Last day to drop course without academic penalty . . . . .	June 3, 2008
Summer Session I Ends . . . . .	June 20, 2008

**SUMMER SESSION II**

Registration ends and classes begin . . . . .	June 23, 2008
End of Drop/Add . . . . .	June 27, 2008
July 4 Holiday . . . . .	July 4, 2008
Classes resume . . . . .	July 7, 2008
*Last day to drop course without academic penalty . . . . .	July 15, 2008
Summer Session II Ends . . . . .	August 1, 2008

Calendar information is accurate as of the date of publication. Cabarrus College of Health Sciences Administration reserves the right to make any changes in the calendar as the College needs change.

## **ADMISSION**

CCHS makes every effort to ensure fairness and consistency in the evaluation and selection of qualified applicants in a competitive admissions process.

### **FOR ADMISSION TO CABARRUS COLLEGE, APPLICANTS MUST SUBMIT:**

- A completed application and \$35 nonrefundable application fee;
- Evidence of U.S. citizenship, a current permanent resident card, or a current I-551 card;
- Official transcript\* showing evidence of graduation from an accredited high school or documentation showing the equivalent of a high school diploma or official transcripts showing earned college level credits from an accredited college or university;
- Official transcripts\* showing evidence of any college level credit(s) earned or attempted;  
(Faxed transcripts are considered unofficial and may be used as working documents only. Official transcripts are required before enrollment.);
- Evidence of all immunizations and/or health information required by the College;
- Evidence of current Heartsaver AED certification before enrolling in any clinical course leading to a diploma or degree;

An interview may be requested as part of the admissions process.

\*An official transcript is one with the signature of the official of the sending institution certifying its authenticity and is delivered in a sealed envelope.

### **TO ENROLL STUDENTS WILL ALSO BE REQUIRED TO:**

- Submit a negative drug screen (Basic 4-panel urine) from a certified lab within 30 days prior to the first day of the semester.
- Submit to a criminal background check. Information obtained from this report will be used to determine final admissibility.
- Evidence of Health Insurance.

Note: According to North Carolina statutes, having a previous conviction of certain misdemeanors or felonies may make the applicant ineligible for licensure and/or certification.

## **PROGRAM ADMISSION REQUIREMENTS**

### **ADMISSION PROCESS**

Application for admission may be made at any time after completion of the junior year of high school. Applications are considered on a competitive basis as related to test scores, academic history (high school and college), character references, and an essay. To ensure consideration for the Fall semester applications and all supporting materials should be submitted by March 1. To ensure consideration for the Spring semester the application and supporting materials should be submitted by October 1.

Cabarrus College of Health Sciences regularly offers the Residual ACT (scores can only be used at Cabarrus College) for those needing to update their scores for associate degree admission. Contact the office of admissions for specific dates and times.

When the completed APPLICATION FOR ADMISSION and all its required components have been received by the admissions office, the application is evaluated. Many of the programs have limited enrollment and prospective students are advised to apply early. Applicants unable to enroll due to space limitations may reactivate their applications for the succeeding academic year by following the established process available upon request from the office of admissions.

### **ASSOCIATE IN SCIENCE**

For admission into the **Associate in Science Degree (AS)** program, applicants must meet admission criteria to the College **AND** must submit:

- an official transcript showing evidence of either high school or college level algebra I, algebra II, and either geometry or a math with algebra II as a pre-requisite, chemistry and biology with a preferred minimum grade of “C”;
- two references indicating acceptable academic ability and / or work ethic;
- acceptable scores on either the ASSET test (35 – writing, 37 – reading and 33 – numerical), SAT I (430 – critical reading (verbal) and 380 – math) OR the ACT (composite score of 18);
- evidence of rank in the upper half of high school class.

Applicants are advised to review the admission criteria for any program for which they may be preparing for transfer and plan accordingly to satisfy those requirements. Admission into one program does not guarantee admission into another.

### **MEDICAL ASSISTANT**

For admission into the **Medical Assistant Diploma program**, applicants must meet the criteria for admission into the College **AND** must submit:

- an official transcript showing evidence of either high school or college level algebra I, and either algebra II or geometry, and biology with a preferred minimum grade of “C”;
- an official transcript showing evidence of a keyboarding or typing course with a preferred grade of “C” OR present evidence of comparable work experience;
- two references speaking to academic ability and/or work ethic; and
- acceptable scores on either the ASSET test (35 - writing, 37 -reading and 33 - numerical), the

SAT I ( 430- critical reading (verbal) and 380-math ) OR the ACT (composite score of 18);

For admission into the Medical Assistant Associate of Science Degree program, applicants must meet the criteria for admission into the College, the Medical Assistant Diploma program AND must submit an official transcript showing evidence of either high school or college level algebra I, algebra II, and either geometry or a math with algebra II as a pre-requisite and chemistry with a preferred minimum grade of “C”.

## **NURSING**

For admission into the **Associate of Science in Nursing Degree (ADN) program**, applicants must meet admission criteria to the College **AND** must submit:

- an official transcript showing evidence of either high school or college level algebra I, algebra II, and either geometry or a math with algebra II as a pre-requisite, chemistry and biology with a preferred minimum grade of “C”;
- acceptable SAT I (480- critical reading (verbal) and 440-math) or ACT (19) scores;
- two references that speak to academic ability and/or work ethic; if applicant has previously been enrolled in a nursing program within the past five years one reference must be from a program official at the institution attended.
- evidence of rank in the upper half of high school class.

**To enroll in the ADN program students must be on the current N.C. NA I Registry.**

**To enroll in the first nursing course the student must show evidence of current certification in Heartsaver AED CPR.**

## **OCCUPATIONAL THERAPY ASSISTANT**

For admission into the **Occupational Therapy Assistant Associate of Science Degree** program, applicants must meet the admission criteria to the College **AND** must submit :

- an official transcript showing evidence of completion of either high school or college level algebra I, algebra II, and either geometry or a math with algebra II as a pre-requisite, chemistry and biology with a preferred minimum grade of “C”;
- two references which speak to academic ability or work ethic;
- acceptable scores on either the ASSET test (42 - writing, 42 -reading and 36 - numerical), the SAT I ( 480-critical reading (verbal) and 440-math ) **OR** the ACT (composite score of 19);
- evidence of rank in the upper half of high school class;
- students must submit evidence of current Heartsaver AED CPR;
- a minimum of 25 hours of observation in an OT setting.

## **SURGICAL TECHNOLOGY**

For admission into the **Surgical Technology Diploma** program, applicants must meet the criteria for admission into the College **AND** must submit:

- an official transcript showing evidence of either high school or college level algebra I, and either algebra II or geometry and biology with a preferred minimum grade of “C”;
- two references speaking to academic ability or work ethic; and
- acceptable scores on either the ASSET test (35 - writing, 37 -reading and 33 - numerical), the SAT I ( 430-critical reading (verbal) and 380-math) **OR** the ACT (composite score of 18);
- evidence of current Heartsaver AED CPR certification

For admission into the Surgical Technology Associate of Science Degree program, applicants must meet the criteria for admission into the College, the Surgical Technology Diploma program **AND** must submit an official transcript of either high school or college level algebra I, algebra II, and either geometry or a math with algebra II as a pre-requisite and chemistry with a preferred minimum grade of “C”.

## **BACCALAUREATE COMPLETION PROGRAMS ADMISSION REQUIREMENTS**

### **Nursing (BSN)**

For admission into the Bachelor of Science Degree in Nursing (completion) program, applicants must meet the General College Admission Requirements and also submit:

- a. an official transcript showing evidence of high school or college level algebra I, algebra II, geometry, and a math with algebra II as a prerequisite.
- b. official transcript showing completion of an earned Associate Degree or Diploma in Nursing leading to successful RN license
  - transcript shows a preferred cumulative GPA of 2.5 or above
- c. documentation of a current, active, unrestricted North Carolina RN License
- d. two letters of reference (one of which must be from an RN diploma or ADN program faculty or a current supervisor)
- e. a written statement of educational and career goals
- f. evidence of at least six months previous work experience as an RN preferred prior to enrollment in Nursing 300
- g. evidence of current certification in Heartsaver AED CPR prior to enrollment in the first clinical course

### **HEALTH SERVICES MANAGEMENT (BSHSM)**

For admission into the Bachelor of Science Degree in Health Services Management program, applicants must meet the General College Admission Requirements and also submit:

- a. an official transcript showing evidence of high school or college level algebra I, algebra II, geometry, and a math with algebra II as a prerequisite.
- b. an official transcript(s) of an earned Associate Degree or equivalent diploma in a healthcare related field
  - transcript shows a preferred cumulative GPA of 2.5 or above
- c. evidence of at least six months work experience in a healthcare or management (preferred prior to enrollment in HSM 300).
- d. documentation of a current, active, unrestricted license or certification in a healthcare discipline, as appropriate
- e. two letters of reference which speak to academic abilities and/or work ethics, one of which must be from a current supervisor or educational program faculty member
- f. a written statement of educational and career goals

### **Medical Imaging (BSMI)**

For admission into the Bachelor of Science Degree in Medical Imaging, applicants must meet the General College Admission Requirements and also submit:

- a. an official transcript showing evidence of high school or college level algebra I, algebra II, geometry, and a math with algebra II as a prerequisite.
- b. an official transcript(s) of an earned Associate Degree or equivalent diploma in a one of the primary disciplines in the imaging science
  - transcript shows a preferred cumulative GPA of 2.5 or above
- c. evidence of graduation from an accredited primary disciplined program with current, active registry or registry eligible status with the ARRT
- d. two letters of reference, one from a current supervisor or imaging faculty member
- e. evidence of current Heartsaver AED CPR certification prior to enrollment in the first clinical course
- f. a written statement of educational and career goals

## **ADDITIONAL ADMISSIONS INFORMATION**

### **BACKGROUND AND SANCTIONS CHECKS**

Prior to official enrollment and as part of the determination of an accepted applicant or student's eligibility for participation in the College, Cabarrus College will require, but is not limited to, any or all of the following background and sanction checks:

- Social Security trace, criminal history, and North Carolina Sex Offender Registry.
- Checks against duly authorized, licensing, disciplining and sanctioning authorities, including the

Cumulative Sanction List of the Office of Inspector General.

- Continuing students will be similarly investigated on a “for cause” basis.

Adverse reports could result in the denial of admission to the College or non-continuance in a clinical program. Cabarrus College will take all reasonable steps to verify that the information provided is accurate.

### **CHANGE OF MAJOR OR PROGRAM WITHIN MAJOR**

Applications for change of major are considered on a competitive basis as related to standardized test scores, academic history (high school and college), academic and work ethic references, and essay as well as space availability. (See Change of Major policy.)

Applicants are advised to review the admission criteria for any program for which they may be preparing for transfer and plan accordingly to satisfy those requirements.

If a request for change of major is approved by the Program Chair, the change is facilitated by the Registrar.

Credits, quality points and grades from all courses taken at CCHS in a previous major are carried forward to the new major.

ADMISSION INTO ONE PROGRAM DOES NOT GUARANTEE ADMISSION INTO ANOTHER

### **CODE OF CONDUCT AND PHYSICAL EMOTIONAL STANDARDS**

Students are required to meet the student code of conduct and physical and emotional standards found on page 37-40.

### **CONCURRENT ENROLLMENT PROGRAM (FOR HIGH SCHOOL STUDENTS)**

This program is offered to exceptional high school students who have completed at least their junior year of high school. Students may begin their college education as non-degree students (see Non-Degree Students) as early as the summer session between their junior and senior years in high school.

Eligibility for enrollment requires that the student must submit a completed application for admission, nonrefundable application fee and meet the following admission requirements:

- must present evidence of US Citizenship, a current Permanent Resident Card or a current I-551 Card;
- must submit evidence of all immunizations and/or health information required by the College;
- completion of the junior year of high school prior to the semester in which the student desires enrollment;
- a preferred minimum cumulative grade point average of 3.0 in high school;
- recommendation for enrollment by the high school principal or counselor.

Upon admission, the student may enroll for a maximum of four credit hours each semester on a space available basis. Students may choose to enroll in any general education course with departmental approval. To continue enrollment, students must attain a minimum grade of “C” in each course and must be re-approved by the high school and college each semester. The student may apply for admission to any of the College’s degree, diploma, or certificate programs; however, enrollment in the Concurrent Enrollment Program does not guarantee acceptance to these programs.

Students are advised regarding the applicability of courses for degree credit and the transferability of courses to other colleges or universities.

Students accepted to the Concurrent Enrollment Program pay tuition and fees according to the College’s current tuition and fee schedule.

### **DISABILITY SERVICES**

Prior to enrollment students wishing to request accommodations due to a disability should contact the student services office for a copy of the Request for Accommodations form. Upon receipt of the completed forms from the student’s licensed healthcare provider, College administration will determine on an individual basis if necessary accommodations or modifications can be reasonably made. It is the student’s responsibility to communicate written notice to faculty regarding approved accommodations.

### **HEALTH AND IMMUNIZATION REQUIREMENTS**

Prior to enrollment, applicants selected for admission to a diploma or degree program in the College must submit:

- the completed Pre-Enrollment Medical Examination form indicating the applicant is physically and emotionally capable of undertaking the program in which he or she is to be enrolled;
- a current and complete immunization record, including a recent PPD within the last 6 months.
- evidence of health insurance coverage. Students enrolling in 6 or less non clinical credit hours will be exempted from this requirement.

Applicants selected for admission to any certificate program in the College must submit the completed Pre-Enrollment Immunization form.

Effective July 1, 1986, all students entering the undergraduate or graduate studies for the first time at any public or private college or university in North Carolina must provide proof of measles, rubella, tetanus, mumps and diphtheria immunizations.

In addition, students in clinical courses at Cabarrus College of Health Sciences are required to have:

- hepatitis B vaccine (includes three doses in the series);
- positive rubella titer (blood test), and;
- positive varicella (chicken pox) titer (blood test) or physician documented proof of the disease.



- Annual PPD is required and is the responsibility of the student.

Full details are included on the form that is sent to accepted applicants.

### **INTERNATIONAL OR ESL APPLICANTS**

International applicants and applicants for whom English is a second language may be asked to submit a TOEFL (Test of English as a Foreign Language) score of 550 or above when language proficiency is an issue. Test scores must be submitted by one of the specified admission deadlines.

### **NON-DEGREE STUDENTS**

Cabarrus College of Health Sciences provides opportunities for applicants to enroll in general education courses on a space available basis for a maximum of 12 semester hours. Non-degree students pay tuition and fees according to the established schedule. See the current academic calendar in this publication for specific dates. Non-degree students are not eligible for financial aid and/or veteran's benefits. To be considered for enrollment as a non-degree student, the APPLICATION FOR NON-DEGREE ENROLLMENT should be submitted preferably no later than 30 days prior to the beginning of the semester or course. Contact the admissions office at 704-783-1556 for more specific information.

### **READMISSION**

A student who withdraws from any program may be eligible to apply for readmission within one year of the withdrawal date (see Withdrawal, Probation, Suspension and Dismissal Policy) using our abbreviated application process.

A student requesting readmission must submit the required Application for Readmission, the required nonrefundable application fee and is considered on the basis of:

- length of absence;
- current admission criteria (see Admission Policy);
- previous college record;
- outstanding financial obligations to the institution;
- results of remedial work (as appropriate); and
- space availability

Students exceeding the one year time frame must submit a new application to the College.

Individuals accepted for readmission must meet standards required of the course and/or program in which they are to be enrolled.

Students readmitted to CCHS will be required to participate in orientation and provide:

- current medical examination forms
- evidence of health insurance
- current immunization records
- a negative drug screening (bais 4-panel urine) from a certified lab within 30 days of the first day of the semester
- proof of NA I registry listing (A.D.N.)

- current CPR certification
- signed consumer release form
- \$100 nonrefundable tuition deposit

Readmitted students pay tuition according to the current tuition and fee schedule.

## **TRANSFER CREDIT AND ADVANCED PLACEMENT**

### **TRANSFER CREDIT**

Transfer credit is considered for courses which meet the following criteria:

- must have the same semester hour (or equivalent quarter hour) credit;
- must have the equivalent content as determined by catalog course description or evaluation by departmental faculty. Time limitations may restrict the transfer of some courses into the College if it is determined that course material is outdated. Computer technology courses over 4 years old are not transferable. Decisions regarding the transfer of credit for courses in certain programs are made by the appropriate program coordinator, dean and/or registrar. Credit must be from a college that is accredited by a recognized accrediting body or if not, is subject to departmental approval;
- must be documented on an official transcript (Faxed transcripts are considered unofficial and may be used as working documents only. Official transcripts are necessary before enrollment.) ; and
- must have a minimum grade of “C”.
- Transfer credit will be considered for international courses/degrees and for military service schools provided that an acceptable professional credential evaluation service is utilized e.g. American Council on Education (ACE); Guide to the Evaluation of Educational Experiences in the Armed Services; or World Education Services (WES) for evaluation/conversion to college credits.

Applicants requesting transfer credit for courses in the major must also submit the following:

- course descriptions and course syllabi;
- results of pre-entrance tests and/or achievement tests given at previous institution;
- progress evaluation by a program official at the previous institution; and
- statement of reason for transfer.

Grades in courses being transferred are not utilized in the calculation of GPA.

A curriculum plan for the individual is proposed at the time of a student’s first session of enrollment. This plan incorporates any transfer credits and the remaining courses needed for completion of the program.

All transfer credits must be approved by the registrar and the curriculum plan finalized and approved by the end of the first session of enrollment. The student’s signature on the plan indicates agreement to complete the prescribed courses as planned at Cabarrus College of Health Sciences. Currently

enrolled students at the College must obtain permission from the Registrar to enroll in courses of study at another college for transfer credit.

Students receiving transfer credit must meet all admission requirements or approved equivalents and must complete at least 50% of the credit hours in the major needed for graduation at Cabarrus College of Health Sciences.

Transfer students are required to complete a planned orientation to the College prior to matriculation.

### **BLOCK TRANSFER CREDIT FOR ALLIED HEALTH DIPLOMA GRADUATES**

Allied Health Diploma Students applying to upper division completion programs at Cabarrus College of Health Sciences may request block credit for a previously earned professional diploma.

a. Each request for block credit will be evaluated on the basis of skills acquired through the training process using the following criteria:

- 1) The diploma program must be accredited by the national body responsible for accreditation in that particular discipline.
- 2) The Coordinator for the Baccalaureate Degree program requested will evaluate the diploma curriculum based on the accreditation essentials for the discipline and recommend to the Registrar the amount of credit to be granted in the block.
- 3) The Registrar will review the recommendation and award the credit deemed appropriate not to exceed 60 hours.
- 4) Block transfer credit is validated by evidence of professional certification of the applicant at the time of application or successful completion of the appropriate national certification or state licensure prior to admission.

b. Once the amount of block credit accepted is established, the student may prepare for entry into a baccalaureate program by completing the general education transitional track. That track includes five (5) courses with at least one being from each of the following areas:

#### **Social/Behavioral Sciences**

Sociology 101 - Introduction to Sociology

Psychology 101 - Introduction to Psychology

#### **Humanities/Fine Arts**

Speech 101 - Public Speaking

Humanities 200 - Leadership Development Studies

Humanities 120 - Music

English 102 - Composition II

### **Natural Science/Mathematics**

HSC 190 - Computers for Health Care

Math 161 - College Algebra

Biology 190 - Microbiology

c. Students may fulfill the above courses on a transfer basis. All transfer credit will be approved by the Registrar according to established guidelines.

### **ADVANCED PLACEMENT**

Cabarrus College of Health Sciences makes every effort to provide academic credit for prior learning that does not qualify for transfer credit or credit by examination.

Advanced placement for general education and program requirement courses is approved by the registrar and requires that:

- the student submit course descriptions to the registrar for course work completed with grades of “C” or higher, equivalent to or beyond the requirements of the course for which advanced placement is requested and/or;
- the student submit degree credentials in the area for which the advanced placement is requested. Advanced Placement for major courses requires that:
- the student submits course descriptions from various courses taken for verification of contact hours and performance in courses for which advanced placement is requested;
- the student with licensure/certification in a major area (e.g., LPN, Surgical Technologist/Registered Nurse, etc.) must submit current documentation as proof of achievement for determination of advanced placement.

A student receiving advanced placement must meet all admission requirements or approved equivalents; must meet all progression and graduation requirements of the program; and must complete at least 50% of the credit hours in their major needed for graduation at Cabarrus College of Health Sciences.

### **ADVANCED PLACEMENT FOR LICENSED PRACTICAL NURSES (LPNs)**

Cabarrus College of Health Sciences believes that prior learning and experience is valuable and therefore provides advanced placement for Licensed Practical Nurses in the associate degree nursing program.

To qualify for acceptance to Cabarrus College of Health Sciences and advanced placement in the nursing curriculum, the LPN applicant must:

- submit a completed application and required nonrefundable application fee with an official transcript showing high school graduation or documentation of the equivalent;
- present an official transcript from an approved practical nursing education program;

- present an official transcript showing evidence of successful completion of either high school or college level algebra I, algebra II and either geometry or a math with algebra II as a prerequisite;
- present a current, unrestricted North Carolina practical nurse license;
- complete or have plans to complete the general education courses or equivalent in accordance with the transfer credit policies that are prerequisite to NSG 120, which are: BIO 190 and 210 and PSY 150 (see course descriptions in this catalog for additional information about these courses);
- present acceptable scores on either the SAT I or ACT, or the NLN ACE I PN-RN (see admission requirements); and
- present two references that speak to academic abilities and/or work ethic.

When the above requirements are met and the applicant is admitted to the ADN program, the LPN will receive advanced placement for NSG 110 (basic nursing) if a score of 70 or greater is achieved on the NLN ACEI PN-RN exam. In addition, the NA I requirement is waived and advanced placement is granted for HSC 101 (medical terminology). Individual curriculum plans are developed for LPNs entering the program indicating the remaining nursing and general education courses to be taken.

### **CREDIT BY EXAMINATION**

Credit by departmental examination for all general education courses and first year major courses is available to any student who has had experiences (e.g., employment, course work) that do not warrant transfer credit or advanced placement for a course, but indicate a probable proficiency in the area of study as determined by the course coordinator/program chair.

To challenge a course by departmental examination, the student must submit:

- acceptable evidence of proficiency in the area (e.g., complete course descriptions, letters of recommendation from employers, etc.);
- a \$100 nonrefundable challenge fee for non-laboratory courses; and
- a \$150 nonrefundable challenge fee for courses with both theory and laboratory components.

A course may be challenged before the course begins or by the first week of the session. If the student successfully completes the challenge, the tuition paid for the course is applied to the next session's tuition. A grade of "C" or better is required to successfully complete the challenge exam process.

The challenge exam for courses involving laboratory and clinical experiences contain separate exam for both components of the course. The student must pass both components with a grade of "C" to receive credit for the course. No more than (9) semester hours in a major and (15) semester hours overall will be allowed for credit by examination. Hours earned through credit by examination will not be counted in determining hours for full time status. A student may not pursue credit by examination for a course in which they had previously earned a "D" or "F".

### **COLLEGE BOARD ADVANCED PLACEMENT (AP) EXAM, CLEP AND REGENTS**

In addition, a student may earn credit for the general education courses by attaining acceptable scores

(3, 4 or 5) on the Advanced Placement Program (AP exam) of the College Entrance Examinations Board (CEEB), a credit granting score of 50 or better on College Level Examination Program (CLEP) subject exam of the College Board or a “C” or better on a Regent’s exam. Credit by examination appears on the student’s transcript but is not included in the calculation of GPA.

### **EDUCATION ENHANCEMENT CENTER (EEC)**

As a premier institution of higher learning, Cabarrus College of Health Sciences' commitment to education lies not only in preparing students for professional careers, but also in helping today's healthcare professional stay abreast of new technology, methods and programs.

Congruent with the College's mission, the Education Enhancement Center's (EEC) goal is to provide education and training which will be both effective and beneficial for immediate use by healthcare providers in the workplace. The EEC provides comprehensive workforce training programs that address the lifelong learning needs for persons in the healthcare profession.

Programming focuses on improvement in the quality of client/patient care by developing and enhancing the healthcare knowledge base of local and regional nurses, other allied health professionals and those beginning their journey in this rewarding profession. Staff survey for educational needs and opportunities to provide programs of superior quality that are financially and geographically accessible and meet individual, business, and community needs of area residents.

Participants completing course and /or workshop requirements are awarded a continuing education certificate in accordance with established state, regional and national guidelines.

## FINANCIAL INFORMATION

Cabarrus College of Health Sciences makes every effort to insure that opportunities for higher education be given to all who desire it. By endeavoring to keep expenses at a minimum and offering a substantial and comprehensive financial aid program, Cabarrus College of Health Sciences provides educational opportunities for students.

### TUITION

Tuition is charged according to the following schedule:

- 12-16 credit hours . . . . . \$4,250 per semester
- 7-11 credit hours . . . . . \$3,050 per semester
- 6 or less credit hours . . . . . \$275 per credit hour
- Each additional credit hour above 16 . . . . . \$275 per credit hour

NOTE: Qualified North Carolina residents may, upon application, receive a North Carolina Legislative Tuition Grant of \$1,800 per year (subject to change).  
For further information see page 28.

### GENERAL FEES

General fees are applicable to all diploma and degree students and are nonrefundable:

#### Computer Fee

- 7 or more credit hours . . . . . \$75 per semester
- 6 or less credit hours . . . . . \$50 per semester

#### Student Fee

- Fall and Spring . . . . . \$50 per semester
- Summer . . . . . \$50 per session

### SPECIAL FEES

Special fees are applicable when appropriate and are nonrefundable:

- Application Fee for Admission or Readmission . . . . . \$35 fee
- Test Assessment Fee . . . . . \$50 fee
- Credit by Examination Fee
  - Laboratory course . . . . . \$150 per course
  - Non-laboratory course . . . . . \$100 per course
- Intent to Graduate . . . . . \$50 per intent
- Late Payment . . . . . \$100 per semester
- Payment Plan . . . . . \$50 per semester
- Audit Fee . . . . . Variable
- Returned Check . . . . . \$25 per check
- Transcript . . . . . \$5 each
- Other components of the student record . . . . . \$5 each
- Tuition Deposit . . . . . \$100 fee
- Curriculum Leave Fee . . . . . \$100

**PAYMENT DATES**

Fall Semester, 2007 .....	August 6, 2007
Spring Semester, 2008 .....	December 3, 2007
Summer Session I, 2008.....	May 2, 2008
Summer Session II, 2008.....	June 20, 2008
Fall Semester 2008.....	August 1, 2008

- NOTE:
- Tuition and fees must be paid by the deadline or registration will be subject to cancellation.
  - Tuition and fees not paid on time will be subject to a late fee plus interest charges on the unpaid balance.

**REFUND POLICY**

Diploma, degree and EEC students who withdraw from the College may be refunded tuition upon the student’s written request in accordance with the following schedule:

<b>DATE ON OFFICIAL WITHDRAWAL FORM IS:</b>	<b>% of Tuition Refunded</b>
• On or before the first day of class(es) .....	100%
• Within the first 10% of the semester days enrolled .....	90%
• Between 11% and 25% of the semester days enrolled .....	50%
• Between 26% and 50% of the semester days enrolled .....	25%
• After 50% of the semester days enrolled.....	0%

Enrollment deposits and required fees are nonrefundable.

Refunds are not given to any student who is dismissed or does not officially withdraw from the College (see Withdrawal, Probation and Dismissal Policies).

**Absence from class does not constitute official withdrawal.**

Refunds are made first to student financial aid programs and scholarship funds as required by the terms and conditions of the programs, then to the student if applicable. No money shall be refunded unless application for refund is made prior to the last class day of the term for which the tuition to be refunded was paid.

**TEXTBOOKS**

Textbooks are available in the College Bookstore. The cost of books is not included in tuition and fees and varies per program. Payment must be made at the time of purchase.

**BOOKSTORE REFUND POLICY**

Refunds for textbooks in the original shrink wrap, free of any markings and considered new and perfect are made within the first week of classes. The student must present a receipt for the textbook(s).



## **UNIFORMS**

Accepted students receive instructions regarding the purchase of uniforms prior to orientation. Cost varies per program.

## **FAILURE TO MEET FINANCIAL OBLIGATIONS**

Students are responsible for all financial obligations to the College or responsible to make appropriate arrangements with a College official. The College may take the following measures for students in default of financial obligations, which include but are not limited to:

- deny admission to class or clinical activities;
- deny registration for any subsequent course(s);
- immediate dismissal from the College;
- withhold grade reports and transcripts;
- withhold the granting of degrees, diplomas or certificates;
- withhold references;
- deny participation in graduation activities, receive degree/diplomas; and
- withhold verification of applicant's credentials for licensure/certification.

## **FINANCIAL ASSISTANCE**

The goal of student financial assistance is to provide resources to students who without such funding would be unable to attend Cabarrus College of Health Sciences. The College begins with the assumption that the parents and students have the primary responsibility for meeting education costs to the extent that they are able, which often includes sacrifices. A clear understanding of college costs, resources and related issues may eliminate unnecessary concerns throughout the student's college experience.

All students who plan to apply for financial aid must complete the Free Application for Federal Student Aid (FAFSA) form. In order to receive maximum consideration for all available financial aid programs, the FAFSA should be filed by April 15 prior to each academic year for which a student wishes to be considered for financial aid. Awards are made and students are notified by June 30.

Most financial aid is awarded on the basis of need. The amount of an award varies depending upon the student's demonstrated and verified financial need. Financial aid will only be awarded to students who are in compliance with federal and state regulations for receiving financial aid.

Information provided on the FAFSA and the amount of funds available for distribution determine the award amount.

- Need is determined by subtracting the resources of the student and the family's contribution from the total student expenses.
- The total financial aid awarded will never exceed the costs of attending Cabarrus College of Health Sciences.

- The award may include a combination of funds from scholarships, grants, loans and student employment.

Financial aid awards from scholarships, grants and loans may be applied to the cost of attending Cabarrus College of Health Sciences and are generally credited directly to the student's account.

Earnings from Federal Work Study jobs are paid directly to the student.

### **SATISFACTORY ACADEMIC PROGRESS FOR FINANCIAL AID**

Students must comply with the satisfactory academic progress policy for financial aid at CCHS to receive federal financial aid funds. The CCHS policy meets the minimum statutory and regulatory federal requirements for qualitative and quantitative measure as stated in the Student Financial Aid Handbook.

To measure if a student is making progress each semester toward program completion, the student must meet the following **satisfactory academic progress criteria to qualify for Federal financial aid:**

For the associate degree:

- **Qualitative measure**
  - 0-39 attempted credit hours requires a 1.60 minimum GPA
  - Above 39 attempted credit hours requires a 2.00 minimum GPA
- **Quantitative measures**
  - 67% of total credit hours attempted must be successfully completed.  
Hours attempted include transfer hours accepted, hours for courses that are repeated, hours from course withdrawal, etc.
  - Federal regulations limit the maximum time frame to no more than 150% of the length of the program as measured in credit hours  
(Example for ADN Program: 71 credit hours x 150% = 107 credit hours attempted)

For the diploma:

- **Qualitative measure**
  - 0-19 attempted credit hours requires a 1.60 minimum GPA
  - Above 19 attempted credit hours requires a 2.00 minimum GPA
- **Quantitative measures**
  - 67% of total credit hours attempted must be successfully completed.  
Hours attempted include transfer hours accepted, hours for courses that are repeated, hours from course withdrawal, etc.
  - Federal regulations limit the maximum time frame to no more than 150% of the length of the program as measured in credit hours  
(Example for ST-D Program: 39 credit hours x 150% = 59 credit hours attempted)

**For the baccalaureate degree completion programs:**

- **Qualitative measures**
  - Attempted credit hours requires a 2.00 minimum GPA
- **Quantitative measures**
  - 67% of total credit hours attempted must be successfully completed.  
Hours attempted include transfer hours accepted, hours for courses that are repeated, hours from course withdrawal, etc.
  - Federal regulations limit the maximum time frame to no more than 150% of the length of the program as measured in credit hours  
(Example BSN Program: 59 credit hours x 150% = 89 credit hours attempted)

Satisfactory academic progress decisions may be appealed by writing to the Dean for Administrative Services.

**NOTE: Students not meeting both qualitative and quantitative measures will not be eligible for Federal financial aid until they are able to re-establish satisfactory academic progress.**

## **TYPES OF ASSISTANCE**

### **SCHOLARSHIPS**

Cabarrus College of Health Sciences receives financial support for scholarships from endowed memorial funds, community organizations and foundations that provide funding for qualified students. This assistance is applied only to the cost of tuition, fees and books for the current academic year. In addition, students may participate in a number of state and federal programs.

### **ENDOWED SCHOLARSHIPS**

- Anita A. & Terry L. Brown Scholarship
- Volunteers of NEMC Scholarship
- Dr. and Mrs. Thomas T. Long III
- Louise Harkey Memorial Scholarships
- Dr. John J. and Doris Smerznak Scholarship
- Dr. Linny and Joyce Baker Nursing Scholarship
- Caroline Walker Memorial Scholarship
- Dr. Russell Floyd Scholarship
- Kay Linker Pediatric Nursing Merit Scholarship
- Robert Weaver Scholarship
- Jean Tippett Partridge Memorial Scholarship
- Mary “Gibby” Lee Scholarship
- G.E. Lentz Plumbing & Heating Scholarship
- Cathryn M. Bratton Scholarship

### **FOUNDATION SCHOLARSHIPS**

- Lettie Pate Whitehead Scholarship Fund
- Golden Leaf Foundation
- P.E.O. Sisterhood

## **COMMUNITY SCHOLARSHIPS**

- Cabarrus County Medical Society/Alliance Scholarship
- Concord Rotary Club Scholarship
- Cabarrus Rotary Scholarship
- Voiture Forty & Eight Club Scholarship
- Cabarrus County Agricultural Fair Scholarship
- United Way Changing the Face of Healthcare Scholarships

## **OTHER SCHOLARSHIPS**

Students should investigate scholarship opportunities available through their parents' employers, memberships or club affiliations, churches or resources accessed via the Internet. Some examples include:\*

- Concord Business and Professional Women's Organization
- North Carolina League for Nursing
- The Great 100 Scholarship Program

In addition, many occupational groups support students who are interested in pursuing a career in their field. Some examples include:\*

- Cabarrus County Medical Assistants
- The American Occupational Therapy Foundation
- North Carolina Occupational Therapy Association

\* Please note: These are only some examples of the many opportunities available.

## **STATE AND FEDERAL PROGRAMS**

**North Carolina Legislative Tuition Grant** - The State of North Carolina provides a grant to North Carolina residents who are seeking a degree and do not have a previous degree at that level and are enrolled full-time in a North Carolina private college in a degree program. The amount varies per academic year and is disbursed fall and spring semesters. Students eligible for the program are sent the required forms to verify residency and status.

**North Carolina State Contractual Scholarship Fund** - Funds for this grant program are made available by the State of North Carolina to aid residents of North Carolina. Award amounts vary. Eligibility for this program is based on state residency, previously earned degree status and financial need.

**North Carolina Student Loan Program for Health Science and Mathematics** - This program is administered by the North Carolina State Education Assistance Authority for North Carolina residents. If unconditionally accepted into the program, students may borrow up to \$3,000 per year for a maximum loan amount of \$6,000 for two years. Eligibility is based on financial need. Deadline for submitting an application is June 1. Loan may be repaid through service cancellation.

**North Carolina Education Lottery Scholarship** - Available to North Carolina residents who meet all eligibility requirements.

**North Carolina State Student Incentive Grants** - Available to North Carolina residents who have "substantial financial need."

**North Carolina Nurse Scholars Program (NSP)** - A competitive merit scholarship loan program funded by the North Carolina General Assembly. Deadline for submitting an application is May 1. Application available online at [www.cfnc.org](http://www.cfnc.org).

**Nurse Education Scholarship Loan Program (NESLP)** - Loan amounts range from \$400 to \$3,000 per year. Loan may be repaid through service cancellation. Eligibility is based on financial need and loan application approval.

**Federal Pell Grants** - Grants awarded to eligible undergraduate students who have not earned a bachelor's or professional degree. Eligibility is based on need and credit hours enrolled.

**Federal Work Study Program** - Provides jobs for students with financial need and encourages community service work and/or work related to the student's course of study. CCHS participates in the America Reads program. The total award depends on level of need and funding level for the College.

**Federal Stafford Loans (Subsidized and Unsubsidized)** - Federal Stafford Loans (Subsidized and Unsubsidized) - Lenders in this program provide loans to the student. CCHS adheres to federal guidelines regarding aggregate loan limits. For subsidized loans, interest is paid by the federal government during enrollment. The U.S. Department of Education has issued guidance regarding how student loan borrowers should choose and evaluate Federal Family Education Loan Program (FFELP) lenders. Student loan borrowers may choose from the College's preferred list of lenders or any another lender of choice. Borrowers will want to compare the following aspects of lender services when deciding which lender to choose:

- Ability of lender to service all your loans.
- Interest rates and terms: Although these are very similar for the federal loan programs, some lenders do offer better terms or discounts.
- Loan application processes: Can you apply online? Is instant loan approval offered?
- Repayment plans: some are simple, others complex.
- Benefits for borrowers who pay on time or make loan payments electronically.
- Customer service: Can you reach a live operator quickly to check on the status of your loan during hours convenient for you?

For more information about how to choose a FFELP lender visit [www.finaid.org/loans/choosing.phtml](http://www.finaid.org/loans/choosing.phtml)

**Federal Supplemental Educational Opportunity Grant (FSEOG)** - Grants awarded to eligible undergraduate students who have not earned a bachelor's degree. Eligibility and award amount is based on financial need.

**Federal PLUS Loans to Parents** - Long-term loans made to parents of dependent students.

**Hope Scholarship** - A tax credit available to eligible students enrolled in the first or second year of an educational program. The maximum amount of the tax credit is \$1,500 per year - 100% of the first \$1,000 of net tuition and fees paid plus 50% of the next \$1,000 of net tuition and fees paid in a tax year.

**Lifetime Learning Credit** - A tax credit up to \$1,000 of total qualified net tuition and related expenses paid during the tax year.

## **STUDENT RIGHTS AND FINANCIAL AID**

An education in the health sciences involves time, money and effort. It is a large investment and requires careful evaluation. To make the best choice, a student should understand a college's academic program, facilities, dropout rates, full cost of attendance, refund policy and financial aid programs. Students should also ask about any other details they think would help them make their decision.

### **Students have the right to ask a college:**

- What financial assistance is available, including information on all federal, state and institutional financial aid programs?
- What the deadlines are for submitting applications for each of the financial aid programs available?
- What the cost of attending is and what the policies are on refunds?
- What criteria are used to select financial aid recipients?
  
- How does the college determine the financial need? This process includes how costs for tuition and fees, travel, books and supplies, living expenses, and miscellaneous expenses are considered in the budget.
- What resources (such as parental contribution, other financial aid, assets, etc.) are considered in the calculation of need?
- How much of the financial need, as determined by the institution, has been met?
- What programs are in the student aid package? (If students believe they have been treated unfairly, they may request reconsideration of the award).
- What portion of the financial aid must be repaid and what portion is grant aid? (If the aid is a loan, students have the right to know what the interest rate is, the total amount that must be repaid, the pay back procedures, the length of time students have to repay the loan, and when repayment is to begin.)

## **STUDENT RESPONSIBILITIES AND FINANCIAL AID**

### **Students are expected to fulfill certain responsibilities:**

- Review and consider all information about a college's program before enrolling;
- Pay special attention to the application for student financial aid, complete it accurately and submit it on time to the right place. Errors can delay the receipt of financial aid. Intentional misreporting of information on application forms for federal financial aid is a violation of law and is considered a criminal offense subject to penalties under the US Criminal Code;
- Return all additional documentation, verification, corrections, and/or new information requested by either the college or the agency to which the application has been submitted;
- Read and understand all forms before signing and keep copies of them;
- Accept responsibility for all loan agreements signed;
- Loan recipients must notify the College and the lender of changes in address, name, or college status;

- Know and comply with the deadlines for application or reapplication for aid;
- Know and comply with the College's refund procedures;
- Notify the business or financial aid office of any change in course load;
- Notify the business or financial aid office of any change in financial situation, either before or after an award is made.

Changes in federal or state policy could affect the information printed in this Catalog.

Complete and current financial aid information (i.e., policies and procedures, types of aid, handbook, etc.) is available from the financial aid office upon request. To request information call 704-783-3507.

## **STUDENT LIFE**

### **HAYES STUDENT PAVILION**

The Hayes Student Pavilion is the hub of student activity and includes the canteen, the student organization room, student mailboxes, and the College bookstore. Students may study, watch tv or simply relax in this multifunctional area.

### **STUDENT PAVILION COURTYARD**

The Student Pavilion Courtyard, adjacent to the Hayes Student Pavilion, offers an outdoor venue complete with tables and benches for outdoor dining, breaks and special student events.

### **STUDENT SERVICES**

In recognition of the importance of the student's holistic development, student services, based on the mission and goals of the College, are available to all students. These services are designed to attract and retain the best qualified students and that overall education objectives of the College are accomplished through a variety of activities in an environment which fosters the cultural, social, moral, intellectual and physical growth of students.

The overall goals of Student Services are to:

- cultivate a milieu that promotes the development of attitudes and skills that foster responsiveness to diverse community needs and promote quality in healthcare delivery;
- to assist the student in his/her attainment of academic goals, lifelong learning and continued professional growth;
- provide opportunities to assist students in becoming independent and responsible for their own behaviors; and
- provide activities and support to assist students in developing to their full potential as contributing members of society.
- Promote the concept of a "well rounded" college graduate within the parameters of discipline specific programs at the College.
- Provide student services programs and activities which promote learning and retention as well as engaging students and providing satisfaction with their college experience.

### **THE STUDENT COUNSELING SERVICES**

Counseling services are provided as a supportive resource to help the student in understanding his/her abilities, interests and potential and to develop these as fully as possible. The counselor assists the student by fostering his or her development in academic, career, personal and interpersonal growth by providing direct psychological and educational services. The counselor facilitates the exploration of the self and career options empowering the client to make informed decisions. Individual and group counseling sessions are available with a counselor to address student concerns in a confidential setting.

### **STUDENT DEVELOPMENT SERVICES**

Students may be referred to Student Development Services to maximize academic success of students with potential barriers to learning. Students may be recommended for or may request to receive services for the purpose of enhancing the student's ability to be successful in college. Students making less than a grade of C at mid-term are remitted letters from the registrar as well as student services and directed to schedule appointments with instructors, advisors and student services for assistance and/or counseling. Activities in this service may include: frequent conferences with their academic advisor and student services director; test reviews; study skills sessions (i.e., reading, note-taking, coping skills, and time and stress management strategies).

### **TESTING SERVICES**

The director of admissions and director of student services are qualified to administer and interpret a variety of tests and profiles. These tests are administered and interpreted for students as needed during the admissions and/or counseling process, or as requested.

### **CAREER SERVICES**

The student services office assists students in seeking employment and/or in continuing higher education pursuits. Sessions on resume writing and interviewing skills and job fairs are offered for all students. Individual assistance is available as needed. Cabarrus College of Health Sciences assists with the employment search, through the annual job fair and postings, but does not guarantee placement.

### **STUDENT PARTICIPATION IN COLLEGE DECISION-MAKING**

CCHS encourages and provides means for student involvement in institutional governance and decision-making in a myriad of ways. The student body elects student representatives to provide input and recommendations to the College. Administrative and supervisory responsibilities for Student Government Association reside with Student Services and Alumni Affairs Coordinator. The elected president of Student Government Association serves as a voting member of the Institutional Effectiveness Council as well as one student at-large member. Student involvement also occurs through membership on various advisory committees and task forces such as Student Life Committee and other appointed committees. These student members participate in all committee activities and have full voting privileges. Students may also be asked to serve on special or ad hoc committees according to College needs. Students contribute to College decision making through interaction with peers, faculty, staff and administration, and through participation in campus organizations. The Chancellor's Ambassadors Program convenes annually and as needed with the chancellor for formal communication opportunities.



## **STUDENT SURVEYS**

Students are requested to participate in annual surveys including but not limited to the ACT Student Opinion Survey. Information is benchmarked with other colleges and findings are then extrapolated for the College's master plan for institutional effectiveness and evaluation and the strategic plan.

## **STUDENT ORGANIZATIONS**

### **CHANCELLOR'S AMBASSADOR PROGRAM**

The Chancellor's Ambassador Program is designed to foster positive relationships between Cabarrus College of Health Sciences and the community. Ambassadors develop leadership skills and gain public relations experience while hosting open houses, representing the school at college fairs, giving campus tours, participating in community outreach activities and assisting the Chancellor with special events to promote CCHS.

### **STUDENT GOVERNMENT ASSOCIATION AND REPRESENTATION (SGA)**

The Cabarrus College of Health Sciences' Student Government Association (SGA) fosters self-governance, promotes communication among campus constituencies (students, administration, faculty and staff) and ensures student participation in the institutional decision-making process.

SGA leadership is comprised of the president, vice president, and secretary/treasurer and organizational presidents from each CCHS club or society.

Designed to be the student voice, SGA provides members to the College's Curriculum and Student Life Committees, while the president serves on the Institutional Effectiveness Council along with one at-large member. These representatives receive full voting privileges. In addition, SGA appoints delegates to special and/or ad hoc committees as requested.

### **CABARRUS COLLEGE ASSOCIATION OF NURSING STUDENTS (CCANS)**

The Cabarrus College Association of Nursing Students is a local chapter of the national organization of student nurses, of which membership is voluntary and whose purposes are to: Aid in the development of student nurses as truly democratic citizens by broadening their horizons as individuals and as members of a group; Promote professional and social unity among student nurses; Stimulate understanding of and an interest in the program of the graduate professional nursing organization; Serve as a channel of communication between the student nurse organizations and the various units of the graduate professional nurses' organizations; and; To participate as an active constituent of the North Carolina Association of Nursing Students (NCANS).

### **BACCALAUREATE STUDENT ORGANIZATION(BSO)**

The Baccalaureate Student Organization provides a forum for student participation in the baccalaureate programs. All baccalaureate students are eligible for membership.

### **CCHS ROTARACT**

CCHS Rotaract is a Rotary-sponsored service club for college students. CCHS Rotaract is college-based and is sponsored by the Cabarrus Rotary Club making us true "partners in service" and key members of the Rotary family. Through the CCHS Rotaract, members not only augment their knowledge and skills, but they also address the physical and social needs of our community while promoting international understanding and peace through a framework of friendship and service.

### **CHRISTIAN STUDENT UNION (CSU)**

The Christian Student Union is a nondenominational organization, which provides spiritual guidance and fellowship opportunities for all interested students. The activities include fund raising efforts to finance their community service projects and participation in NorthEast Medical Center's chapel programs.

### **MEDICAL ASSISTING STUDENT ORGANIZATION (MASO)**

Membership in the MASO is open to all students in the Medical Assisting program. The purpose of the organization is to promote the profession of medical assisting as well as seek to continually improve the knowledge and skills of the medical assisting student for the benefit of the profession.

### **STUDENT OCCUPATIONAL THERAPY ASSOCIATION (SOTA)**

Membership in SOTA is open to all occupational therapy assistant students. This group functions at the national, state and local levels. The purpose of the organization is to promote the profession of occupational therapy as well as provide service to the community. SOTA provides guidance and fellowship among the OTA students.

### **SURGICAL TECHNOLOGIST STUDENT ORGANIZATION**

The Surgical Technologist Student Association is an organization open to all students in the Surgical Technology Program. The organization was developed to foster interest in the field by featuring speakers, equipment demonstrations, and continuing education concerning new advances. The group also participates in community service activities such as working with a clinic in rural West Virginia or offering blood pressure screenings.

## **HONOR SOCIETIES**

### **PHI THETA KAPPA INTERNATIONAL HONOR SOCIETY**

The Beta Delta Chi Chapter recognizes leadership, scholarship and service among two-year college students. Eligible students for induction have completed at least 12 semester hours in a degree program at Cabarrus College of Health Sciences and have a cumulative GPA of 3.25 or higher. To remain in good standing, students must maintain a cumulative 3.00 GPA or higher and submit membership dues. Graduates who are in good standing (i.e., have maintained academic requirements and are current with society dues) are eligible to wear the Phi Theta Kappa cord as part of the graduation regalia.

### **CCHS HONOR SOCIETY OF NURSING**

This society recognizes excellence in nursing scholarship, leadership, education and research. Membership is by invitation only. Invitations to induction are presented based on successful achievement of defined criteria to students enrolled in the baccalaureate nursing program and to baccalaureate prepared nurses. Student inductees must have completed at least ½ of the baccalaureate nursing program curriculum, have a cumulative GPA of at least 3.00 and rank in the upper 35% of the BSN graduating class. Nurse leader membership is offered to RNs with baccalaureate degrees in nursing or other disciplines. Nurse leaders must demonstrate achievement in areas such as clinical practice, administration, publications, education or research.

## **PUBLICATIONS**

### **STUDENT END OF YEAR PUBLICATION**

Students through the SGA, coordinate the planning and distribution of an end of year publication. A student End of Year Publication Committee will be appointed by SGA to oversee the project and report to the advisor of SGA. All interested students are welcome to join this group.

### **STUDENT NEWSLETTER**

The College newsletter, Student Pulse, is published on a regular basis by the student services and alumni affairs coordinator. Each club is asked to submit articles on a regular basis. Students are also encouraged to submit articles.

### **STUDENT LIFE AND RECREATION**

Throughout the year, students have social functions that are planned by various student groups. Many cultural and educational opportunities are available in Concord, Charlotte, and other surrounding cities. The City of Concord boasts a population of 67,000 (U.S. Census Bureau Projection) with neighboring city Charlotte, just 25 miles from campus.

Cabarrus Arts Council is also active in the college community, recognizing a myriad of programs including but not limited to: The Old Courthouse Theatre, Pops in the Park, Kannapolis Concert Series, art galleries, vocal and symphonic performance, pottery, photography and much more. The nearby Salisbury area offers student discounts for the Salisbury Symphony and Piedmont Players performances. Charlotte has many fine arts opportunities including but not limited to The North Carolina Blumenthal Performing Arts Center, the Charlotte Symphony, North Carolina Dance Theatre, Opera Carolina, Spirit Square, Center for Arts and Education and more.

Community resources are available through Cabarrus County, Kannapolis City and Concord Parks and Recreation Departments to interested students for instruction in hobbies and crafts as well as resources for physical activities, which are available for the students' enjoyment. The Kannapolis and Cabarrus YMCA's also offer a variety of programs. These include basketball, tennis, softball, volleyball, soccer, swimming, aerobics and much more. Cabarrus County offers nine public parks. For spectator sports fans, professional and semi professional sports are also available in the community including the NFL team, the Carolina Panthers, the NBA team, the Charlotte Bobcats, the class A affiliate of the Chicago White Sox, the Kannapolis Intimidators, and for NASCAR lovers, Lowe's Motor Speedway.

Concord Mills, one of the largest malls in the southeast, offers more than 100 retail stores and is conveniently located less than 15 minutes from campus.

## **HEALTH SERVICES**

Student Health Services for Cabarrus College of Health Sciences are available through CMC-NorthEast and affiliates. Students must have health insurance coverage while enrolled in any program at CCHS. Clinical sites require that students have health insurance coverage in order to participate. Students needing health services should follow the criteria as defined in personal insurance policies or contact the carrier for specific instructions. Students are encouraged to contact their private physician when possible. Should a student develop an acute illness and need medical

care while in the clinical setting, the instructor, to ensure the safety of patients and the student, may refer the student to his or her healthcare provider or to Cabarrus Urgent Care for immediate evaluation. In other instances of illness or injury, students have 24-hour access to the Emergency Care Center at CMC-NorthEast and access to Cabarrus Urgent Care from 8 a.m.-8 p.m., seven days per week except major holidays. Cabarrus Urgent Care is located at 888 Church Street, North in Concord. The number is 704-786-6122. Students are responsible for any fees or charges for medical care or ancillary services.

Diploma and degree seeking students are also eligible for annual flu shots when available. Eligible female students may receive mammograms under the CMC-NorthEast employee program and guidelines. Students must follow the criteria for participation as outlined on the eligibility form obtained from the student services office.

CMC - NorthEast Health and Fitness Institute offers free membership to full-time students. Located on the main campus of CMC - NorthEast, the institute offers opportunities to exercise with a variety of cardiovascular fitness equipment. Application to this facility is available by completing the Personal Wellness Profile TM and submitting a \$20 enrollment fee (at the time of this publication). The fee includes an exercise consultation and orientation to the facility. For more information, call 704-783-1020.

Students are eligible to receive employee discounts at CMC-NorthEast's Pavillion Pharmacy and at Copperfield by requesting the discount and presenting a current ID badge.

Because the College and CMC-NorthEast are designated as tobacco free campuses, a strict policy includes no smoking on campus, or in personal vehicles when located on College or CMC-NorthEast property. Students who desire to stop tobacco use are eligible for the QuitSmart program at a discount. Contact student services about this service of CMC- NorthEast.

## **STUDENT RIGHTS, RESPONSIBILITIES AND STANDARDS OF BEHAVIOR**

### **ENROLLMENT AGREEMENT**

During new student orientation students are required to sign an Enrollment Agreement, certifying their understanding of policies of the College and the student's agreement to adhere to those found in the catalog, student handbook and the consequences of failure to comply with those policies.

### **RELEASE FROM RESPONSIBILITY**

Upon initial enrollment in the College, a student is requested to sign a Release from Responsibility form for any consequence that may result from participation in college sponsored activities.

### **STUDENT CODE OF CONDUCT**

Self discipline is an essential element of individual growth and development. Accordingly, students are expected to display the qualities of courtesy and integrity that characterize professional behavior. Each student is expected to present him or her self in a manner of utmost integrity at all times and for all assignments. For individual assignments submitted for individual grades, the student must complete such assignments independently and not in collaboration with anyone in any manner. The

exception is when collaboration and group study are encouraged in many learning activities in the course.

Cheating in any manner (which includes lying, fabricating or falsifying information, stealing, unauthorized copying, communication of information during an academic assignment or test, plagiarism, falsification of a patient record or any dishonest act) will result in disciplinary action (refer to the Probation, Withdrawal, Suspension and Dismissal Policy). Assisting another student to commit an act of dishonesty will also result in disciplinary action. Any observed acts of violation of the student conduct code, should be immediately reported to the instructor or a College official for follow up action.

The College trusts that each student will grow in individual responsibility, maturity of thought, development of professional behaviors and the understanding of mature living. Students are governed by such rules and regulations that are established by the College's administration and Student Government Association and are specified in this publication, the Student Handbook, course syllabi, the college website ([www.cabarruscollege.edu](http://www.cabarruscollege.edu)) and other specified policy and procedure publications. It is the student's responsibility to read, understand and abide by these rules and regulations and to demonstrate good moral character at all times.

## **STANDARDS OF STUDENT PARTICIPATION**

Health professionals participate in a unique environment which requires a high level of trust and dependence on the behavior of oneself and others. The CCHS Standards of Student Participation outlines the basic expectations which the College community has of its students. These represent a set of standards relative to the professional role that students must make as part of their behavior in order to participate in the College's activities - educational and otherwise. These Standards of Student Participation are outlined as follows with the expectation that all students will practice them.

**SAFETY-I maintain a safe environment that ensures personal security and safety for students, patients, employees, and guests:**

- I wear my badge so it can easily be read by others.
- I abide by CCHS parking and security regulations.
- I act quickly when anyone's physical safety and well-being are at risk.
- I wash my hands to protect myself and others from infection.
- I am aware of fire and disaster procedures.

**COURTESY-I treat students, guests and employees with respect:**

- I acknowledge others, make eye contact and smile.
- I introduce myself and role when meeting new people.
- I honor others' needs for and right to privacy and confidentiality.
- I respond to others' questions and provide information and assistance whenever possible.
- I observe class, elevator, telephone and e-mail etiquette.

**TEAMWORK-I work with all members of the College family to create a successful experience for students, guests and employees:**

- I treat fellow students with respect and recognize their contributions.
- I ask for help when I need it and offer help when possible.
- I follow through on commitments I make to others.
- I respect the differences between individuals.
- I maintain a positive attitude.

**IMAGE-I look and act in a professional manner when I represent CCHS:**

- I dress in a appropriate manner according to the student image policy.
- I maintain good personal hygiene.
- I pick up litter and dispose of it properly.
- I clean up dirty areas and notify the appropriate department for additional service when needed.
- I follow CCHS policies relative to behavior.

**INTEGRITY-I am trustworthy and ethical in my activities at CCHS:**

- I prepare my own work for assignments and tests.
- I will participate in activities that are ethical and report any instances that may be interpreted as violations of the student conduct code.
- I report accurately and honestly my actions associated with patient care.
- I respect the property of CCHS as well as that of other students, organizations, and employees.
- I follow policies and procedures without taking shortcuts.

Endorsed 2007 by CCHS Student Government Association

**CONFIDENTIALITY STATEMENT**

Ethical codes and standards for various healthcare professionals, the Family Educational Rights and Privacy Act (FERPA) of 1974 (amended in 1995), and NorthEast Medical Center's Personnel Policy and Procedure Manual serve as resources to the administration, faculty and staff of Cabarrus College of Health Sciences in dealing with information of a confidential nature. The students, faculty and staff are expected to safeguard the individual's right to privacy by judiciously protecting information of a confidential nature, sharing only that information relevant to one's care, education or welfare. Students are cautioned not to discuss patient or client care or treatment in public places. This includes elevators, hallways, cafeteria, etc. Students working with sensitive information should exercise extreme care in assuring information is kept confidential. The Health Insurance Portability and Accountability Act of 2003 (HIPAA) is reviewed during orientation.

The students, faculty and staff are expected to safeguard the individual's right to privacy by judiciously protecting information of a confidential nature, sharing only that information relevant to one's care, education or welfare. Students are cautioned not to discuss patient or client care or treatment in public places. This includes elevators, hallways, cafeteria, etc. Students working with sensitive information should exercise extreme care in assuring information is kept confidential.

**PHYSICAL AND EMOTIONAL STANDARDS**

The students of Cabarrus College of Health Sciences should possess and be able to demonstrate the following:

- **Critical Thinking:** critical thinking ability sufficient for clinical and fieldwork judgment. For example: students must be able to identify cause-effect relationships in clinical or fieldwork situations; collect and analyze data to aid in problem solving; develop or participate in the development of care plans.
- **Interpersonal Skills:** interpersonal abilities sufficient to interact with individuals, families, groups, etc. from a variety of social, emotional, cultural and intellectual backgrounds. For example: students shall establish rapport with clients and healthcare team members.
- **Communication Skills:** communication abilities sufficient for interaction with others in

verbal and written form. For example: explain treatment procedures, initiate health teaching, document and interpret professional actions and client responses.

- **Mobility:** physical abilities sufficient to move from room to room and maneuver in small spaces stand and walk for extensive periods of time. For example: frequent trips from the work station to the patient's room and mobility to move around in client's room, work spaces and treatment areas.
- **Motor Skills:** gross and fine motor abilities sufficient to provide safe and effective care. For example: calibrate and use equipment, document care, position and move clients, administer cardiopulmonary procedures, and perform skilled procedures.
- **Hearing:** auditory ability sufficient to monitor and assess health needs. For example: hear monitor alarms, emergency signals, auscultatory sounds and cries for help.
- **Visual:** visual ability sufficient for observation and assessment in care. For example: observe client responses, specimen color.
- **Tactile:** tactile ability sufficient for physical assessment. For example: perform palpation, functions of physical examination and/or those related to therapeutic intervention, insertions of catheters, and taking pulses.
- **Weight-Bearing:** ability to lift and manipulate and/or move 45-50 pounds daily. For example: position clients, move equipment.
- **Cognitive Abilities:** ability to be oriented to time, place and person; organize responsibilities, and make decisions. For example: students shall assess client complaints, provide prioritized client care and implement appropriate plans.

Examples Are Not All Inclusive

If a student or applicant believes that he or she cannot meet one or more of the standards without accommodations or modifications, the student should make requests for reasonable accommodations to the chancellor.

### **CAMPUS DRESS**

The faculty and students believe that proper dress is essential for the students to present themselves in a professional manner to promote a positive environment. Therefore, students are expected to dress in an appropriate and acceptable manner for class, clinical and fieldwork activities. Students are required to wear ID badges at all times while at College, clinical or fieldwork facility campuses. Appropriate shoes are to be worn in these settings. When preparing for clinical and fieldwork assignments, students should wear a lab coat over dress, skirt or dress slacks. No jeans, miniskirts or shorts are to be worn. No visible body piercing or ornamentation (tattooing) is allowed other than one set of earrings (no invisible spacers). Artificial nails may not be worn by any student who provides direct patient care. Hats, caps, revealing necklines, low rider slacks are not to be worn in class. Complete information regarding appropriate clinical and campus attire is provided as part of the orientation for each program. Details on dress are found within the course syllabi.

## **FOOD AND DRINK IN ACADEMIC TEACHING AREAS**

Consumption of food and beverages in the academic teaching areas (classrooms, laboratories, hallways and the Computer Learning Center) of CCHS is generally not permitted. Bottled water only in a screw-top, plastic container is acceptable in the classroom, but not in the computer, science or skills labs, or in the library. Instructional personnel may have water available while they are presenting. Students who choose not to observe this policy will be asked to leave the classroom and not return for the remainder of that class. Food or drink shall not be consumed in hallways. Persistent violation of this policy will be considered a student conduct code matter.

## **CAMPUS INFORMATION**

### **ACADEMIC ADVISEMENT**

To ensure availability of faculty for guidance and general academic assistance for all students, an academic advisor is assigned to each student. The role of the academic advisor is to assist students in matters related to academic progress. Students are encouraged to meet with their advisor frequently during their first semester to allow the advisor to learn the strengths and needs of the student. Students may schedule a conference with the advisor to discuss situations or needs. When faculty identify a student having academic records that indicate actual or potential barriers to learning the faculty may schedule a conference and recommend the student for Student Development Services. The advisor validates the curriculum plan with the student and reviews the curriculum plan of the student each semester. Advisors validate the intent to graduate and graduation clearance forms. The advisor serves as a mentor advising students, as needed in higher education and employment pursuits. All teaching faculty post office hours each week for consultation with students. Part-time faculty post office hours before and after class or clinical.

### **CABARRUS HEALTH SCIENCES LIBRARY**

#### **LIBRARY SERVICES**

Purpose: The library provides services to meet the information, education, and, as appropriate, the research-related needs of the medical staff, College faculty and students, all NEMC employees and other approved affiliated groups and individuals. The library has an open-door policy concerning users other than these principal groups and, therefore, provides informational assistance to anyone upon request.

Access to Library: Hours of Operation - The library is open and staffed during the following hours:

Sunday	1:00 p.m. until 9:00 p.m.
Monday - Thursday	8:30 a.m. until 9:00 p.m.
Friday	8:30 a.m. until 4:30 p.m.
Saturday	Closed

Except major holidays, summer sessions and other College closings

#### **Library Use and Circulation**

Daily Register - All library users are requested to sign the register each time they visit the library. Visitors will be noted by library personnel.

General Circulation - The person checking out a book, videocassette, etc. is responsible for its return to the library, in good condition, and on time. This is true even if the person, checking out materials, shares it with someone else.



Non-Circulating Materials - The following materials are non-circulating:

- All magazines and periodicals, bound or unbound.
- All reference materials (REF on label).
- Temporary reserve materials, except as noted.
- Duncan Calder Library materials do not circulate outside the library.
- Items that are non-circulating may not be removed from the library for copying. A copier is located in the library.

Temporary Reserve Materials - may be checked out during the last one-half (1/2) hour of operation each day, but must be returned during the first one-half (1/2) hour of operation the next day. A FINE OF FIFTY CENTS PER HOUR, OR ANY PART OF AN HOUR, WILL BE CHARGED FOR LATE RETURN OF RESERVED MATERIALS.

On occasion, instructors may copy (with permission), a pertinent article and place it on reserve for student use. These articles should not be removed from the library except by an instructor.

Return of Books and Audiovisuals - All books and audiovisual materials should be returned to the checkout desk during the hours of library operation.

Photocopying - The library has a coin-operated photocopier available to all library users. The cost is \$0.10 per page. The librarian cannot make change, please have the correct coins.

Classification and Cataloging System - The library collection is classified by the National Library of Medicine Classification System.

The comprehensive card catalog is maintained in the library and available online. This catalog lists by title, author and subject all materials housed in the library with the exception of journals. As journals are not cataloged, a complete list of journals received hospital-wide is maintained in the library for patron use. This list also states the location of the journal if located somewhere other than the library. NOTE: The card catalog has been superseded by the library's automated catalog. This catalog is available now on the Medical Center Intranet (<http://nemc.net>) or on line at <http://cabarruscollege.edu>.

Reference Services: The library provides a wide range of reference services, including:

- Card catalog, indexes, and reference books.
- Computer-assisted instruction and indexes.
- Internet services for which students incur no charge.
- Facilitated access to other libraries.
- Interlibrary loan.

Duncan Calder Reading Room: Access to the Duncan Calder Reading Room for use of medical journals may be obtained through the library staff.

Library staff is available to meet your reference needs throughout the year. Contact the library anytime to learn about access to many full-text resources. The library introduces students to these resources during orientation, however, additional help is available from the librarian for database searching including the new "two-click" access to the AHEC Digital Library on NEMC's intranet, <http://nemc.net>.

The Cabarrus Health Sciences Library at NEMC serves the faculty and students of Cabarrus College of Health Sciences, the employees of NorthEast Medical Center, the medical staff, and all persons

visiting our campus from the communities we serve. The library is centrally located in the Mariam Cannon Hayes Family Center, on the lower level.

The library has over 6,000 books, approximately 1,000 videocassettes, printed journals in medicine, nursing, and allied health sciences, as well as four Internet-capable computers. Our library staff is well versed in meeting a wide variety of information needs.

In addition, library users have access to AHEC DIGITAL LIBRARY (ADL), North Carolina's groundbreaking gateway to electronic health care information. Over two hundred full-text journals and many exciting education opportunities may be found in ADL.

The card catalog has been superseded by the library's automated catalog. This catalog is available now on the Medical Center Intranet (<http://nemc.net>).

The library has areas for both quiet study and group activities.

LIBRARY HOURS: Monday through Thursday, 8:30 a.m. to 9:00 p.m., Friday, 8:30 a.m. to 4:30 p.m.; and Sunday, 1:00 p.m. to 9:00 p.m.

### **CAMPUS COMMUNICATION**

The student is responsible for checking bulletin boards, his/her college email and student mailboxes daily for announcements concerning rescheduling and individual communications. The complete email usage policy is available on the College website and is distributed during orientation.

### **CARS ON CAMPUS**

Students are responsible for providing their own transportation to all campus and clinical and fieldwork experiences. Any student may have a car on campus provided it is registered with the College, displays appropriate parking identification and is parked in the designated parking areas (See the Student Handbook regarding regulations).

### **FOOD SERVICES**

Students may have meals in the medical center's cafeteria (Cafe 920) or at nearby restaurants. The Hayes Student Pavilion is equipped with vending machines and a microwave oven for student use.

### **HOUSING**

The College does not provide dormitory facilities. Students who desire living accommodations may make arrangements in the local community. Information is available from the student services office regarding nearby living accommodations.

### **ORIENTATION**

All students are required to attend orientation prior to the beginning of the first semester of enrollment. Opportunities are available for new students to get acquainted with peers, faculty and college resources.

## SECURITY

Campus Security provides services to ensure a safe campus environment for all visitors, students, and employees. The campus parking lot and entrance are equipped with emergency phones to NEMC Security and are under 24-hour video surveillance. The College is not in any way responsible for a student's personal items. Programs pertaining to personal safety are provided during orientation. Information regarding crime statistics is available in the student services office and is presented during orientation. (Refer to the Student Handbook for more complete information.)

## ACADEMIC INFORMATION AND POLICIES

### COLLEGE GRADING SYSTEM

Each course is assigned a number of credits to be earned by students who successfully complete the course. Credits for each course are to be determined by the number of class and laboratory hours required per week on a semester basis according to the following schedule:

Class . . . . . 1 credit for each hour  
Laboratory . . . . . 1 credit for every 3 hours  
Certificate courses may be calculated in contact hours using a 1:10 ratio for 1 credit.

### GRADE POINT AVERAGE

The grade point average (GPA) of each student is determined by assigning grade points to the earned grade according to the following schedule:

<u>Calculated in GPA</u>		<u>Not Calculated in GPA</u>	
A	= 4.00 grade points	I	= Incomplete
B	= 3.00 grade points	W	= Withdraw Passing
C	= 2.00 grade points	AU	= Audit
D	= 1.00 grade points	PC	= Proficiency Credit
F	= 0.0 grade points	CE	= Credit by Examination
WF	= 0.0 grade points	R	= Course Repeated
		P	= Pass
		AP	= Advanced Placement
		*	= Transfer or non credit courses

### CABARRUS COLLEGE GRADING SCALE

93 -100%	= A
87 - 92%	= B
80 - 86 %	= C
73 - 79%	= D
72 %	= F

#### Laboratory/Clinical Sections

S = Satisfactory

U = Unsatisfactory

If a student receives a "U" for the laboratory part of a clinical course, then a grade of "F" is recorded for the entire course except for clinical courses that award a letter grade(see program

specific syllabi). Only grades from courses taken at CCHS are calculated in the GPA (see Change of Major policy). Recorded grades will not be rounded to the next whole number until the end of the semester when the final average is calculated.

### **ACADEMIC HONORS**

In an effort to recognize and reward student academic excellence, Louise Harkey Honors Awards of \$100 are given to all full-time nursing students who achieve a Grade Point Average of 3.25 or higher in any regular fall or spring semester.

Full-time students who achieve a 3.50 - 4.00 Grade Point Average each semester are recognized as being on the "Chancellor's List". Full-time students who achieve a Grade Point Average of 3.00 - 3.49 each semester are recognized as being on the "Dean's List".

## **GENERAL COLLEGE REGULATIONS**

### **ACADEMIC CREDIT COURSE ENROLLMENT**

#### **A. Lower division courses (numbered 100-299)**

Lower division courses are primary for freshman and sophomores.

Courses numbered from 100 through 199-Introductory level courses, which provide a knowledge base, develop basic competencies, and/or teach the principles and methodology of a discipline, recommended for, but not restricted to, students studying the subject at the freshman or sophomore level. Such courses generally do not require prerequisite course work for fully matriculated students.

Courses numbered from 200 through 299- Intermediate level courses, building on 100 level courses, which broaden knowledge, and/or continue to develop skills and competencies, in majors and non-majors' recommended for, but not restricted to, students studying the subject at the sophomore level.

#### **B. Upper division courses (numbered 300-499)**

Upper division courses are primarily for junior and seniors

Courses numbered from 300 through 399- Advanced course, building on 100 and 200 course content, which demands understanding of principles and methodology in a focused area of study or discipline, recommended for, but not restricted to, students studying the subject at a junior or senior level.

**C. Courses numbered 400 through 499-** Specialized courses intended primarily for majors in the field, recommended for, but not restricted to, students studying the subject at the senior level.

Student level is determined by the number of earned credit hours designated on a CCHS transcript as meeting the requirements of a student's major. Normally, a student would not be permitted to enroll in courses more than one level above or below their current student standing, i.e., a freshman would not enroll in 300 level courses. (See academic load policy for definitions of student status)

## **ACADEMIC EVALUATION**

Evaluation of the student's academic performance shall be based on objectives of the course.

At mid-semester, students not achieving at least a "C" in the theory portion of a course and/or are not performing at a satisfactory level in the clinical/fieldwork portion of a course are notified by the Registrar's office. The Registrar notifies the Director of Student Services regarding the student's possible inclusion in the Student Development Program.

## **ACADEMIC LOAD**

Students may be enrolled on either a full-time (12 or more semester hours) or part-time (less than 12 semester hours) basis. Seventeen (17) semester hours is considered a maximum academic load. Special permission must be obtained from College administration to exceed this limit. (see Transfer Credit Policy) Currently enrolled students at Cabarrus College of Health Sciences must obtain permission from the Registrar to enroll in courses for transfer credit at another college. Students should meet with their academic advisor prior to registration each semester to discuss their academic planning.

### Student Status

Freshman	00-29	semester hours earned and/or transferred
Sophomore	30-59	semester hours earned and/or transferred
Junior	60-89	semester hours earned and/or transferred
Senior	90 or more	semester hours earned and/or transferred

Credit hours earned or transferred are shown on the CCHS transcript.

## **ACADEMIC MINOR**

An academic minor is a series of courses outside of one's declared major curriculum that complements the student's major. The minor consists of a minimum of 12 hours of core courses in a specified field of study. An academic minor must consist of a minimum of twelve semester credit hours at the upper level (300 or above). A student cannot request a minor in their current major; typically a minor is a subset of another major. A student may request a minor by completing the declaration of academic minor form including signatures from their advisor and the program coordinator for the selected minor. The form must be submitted to the registrar prior to the semester of the student's graduation.

The definition of an Academic Minor as stated above will allow the College to amend the current Curriculum Development Standards Policy allowing baccalaureate students to obtain a minor. The baccalaureate programs at the College are completion programs therefore the students bring field experience and knowledge to the classroom. These qualifying experiences and courses that feed into the curriculum provide the content required for a minor in accordance with commonly accepted standards of practice.

## **ACADEMIC PROBATION**

Any student with a cumulative GPA of less than 2.00 (1.99 or lower) at the end of any semester will be placed on academic probation. "Academic Probation" will appear on the official transcript.

Academic advisors and the Student Services Director will be notified in writing of any advisees on academic probation. The student's cumulative GPA must be increased to 2.00. After 2 consecutively enrolled semesters of not achieving a cumulative GPA of 2.00, the student will be dismissed from the college. A student may not graduate on academic probation.

### **ACADEMIC PROGRESS**

At the end of each academic session, students can view their official semester grade reports online using SONISWEB.

Satisfactory progress in prerequisite courses is necessary for enrollment in subsequent courses.

### **ACADEMIC RESIDENCY**

Students are expected to complete all program requirements within five academic years of initial enrollment in the major.

### **AGENCY AFFILIATION**

In order to secure the best and most relevant learning experiences for students, various agencies and facilities are utilized for clinical and/or fieldwork support. Students are expected to follow the guidelines developed by Cabarrus College of Health Sciences and the individual agencies concerning their expected behavior. Students are expected to provide their own transportation to and from the affiliating agencies. (Also see "Clinical/Fieldwork Laboratory Experiences")

### **ATTENDANCE**

It is expected that students attend all required class, laboratory and related experiences, show evidence of preparation for the learning activity and be punctual. Absences should occur only in situations of personal illness or immediate family illness or death. Specific requirements regarding attendance and make-up assignments are discussed in the program specific student handbooks. The instructor of record will communicate specific attendance requirements and make up assignments per course on the first day of class. These requirements will also be listed in each course syllabus.

Extensive absences may result in failure to meet course objectives. Each course coordinator will keep course attendance records.

Absence does not relieve students of responsibility for course content. Students are responsible for planning make-up work with the course coordinator who considers the individual student's progress in meeting the course objectives, type of experience missed, availability of instruction, demands of the schedule, and reason(s) for absence(s). A physician's verification for illness may be required at the course coordinator's discretion.

Students receiving support from government agencies or other sponsors must adhere to attendance policies stipulated by the specific sponsor.

### **AUDITING COURSES**

Audit means the student attends all required activities of the course with the possible exception of tests and any other activities as determined by the course coordinator. No course credit is earned for auditing a course.

### **CLINICAL/FIELDWORK LABORATORY EXPERIENCES**

Clinical/fieldwork laboratory experiences are scheduled to provide opportunities for the student to

further understand theoretical concepts by applying them to real situations. These learning experiences are planned and scheduled by the faculty to meet the objectives of a specific course and the learning needs of the student. Students must meet health requirements specified by each clinical agency. Prior to enrolling in the first clinical course in any major students are required to submit evidence of current certification in Health Care Provider CPR as well as up to date immunization requirements. (Also see "Agency Affiliation").

Clinical experiences are an integral part of the education of CCHS students. Placement of students in specific sites for these experiences is determined by and is the responsibility of the faculty of the program. Each agency reserves the right to require proof of the student's health insurance coverage, evidence of a criminal background check, and to determine the appropriateness of the student's conduct and activity for purposes of continuing at the facility.

### **CURRICULUM LEAVE OF ABSENCE**

When an enrolled student will not be continuing in a scheduled semester/session the student may in consultation with their advisor and the program chair, be placed on Curriculum Leave of Absence (CLOA) for up to one year. The student must submit an official written request for the CLOA, the required non-refundable fee, which does not guarantee placement, but simply keeps the student's academic record active, state an intended return date, contact the program chair to discuss an intended return date and return the name badge to the college. The request must be approved by a College official and the student must understand that re-enrollment is on a space available basis and the student is required to meet the curriculum requirements of the class in which the student is to re-enroll.

At the end of one year of CLOA, the student must withdraw from the College or re-enroll. A CLOA longer than 180 days will require the financial aid loan repayment grace period to end. Repayment of financial aid loans will begin six months after commencement of the leave.

Students returning from CLOA may be required to participate in orientation and provide:

- current medical examination forms
- evidence of health insurance
- current immunization records
- a negative drug screening (basis 4-panel urine) from a certified lab within 30 days of the first day of the semester
- proof of NA I registry listing (A.D.N.)
- current CPR certification
- signed consumer release form.

### **DOCUMENTATION OF RESOURCES (PLAGIARISM)**

Failure to properly document any written assignment (plagiarism) is a serious omission and may result in a grade of "F" (0) on the assignment. If a student is uncertain as to whether or not an assigned work comes under this policy, the individual should consult the instructor making the assignment.

### **DROPPING OR ADDING A COURSE (DROP/ADD)**

Students may drop or add a course during the first five business days (or the equivalent) of a semester without academic penalty. For courses less than a traditional semester in length, the drop/add period will be within the first 2 class sessions. This will be published on the course syllabus. If changes made in the academic load result in tuition adjustments, all financial

responsibilities must be met by the 10th business day of the semester. No tuition refunds are made after the last day of the drop/add period. Financial aid is usually dependent on the number of semester hours in which a student is enrolled. Changing the academic load often impacts the financial aid award.

Students must use the Drop/Add form to officially drop or add a course after the first day of class. Students who intend to drop a course but do not follow the proper procedure, are considered enrolled and will receive the grade earned in the course. A student may not drop a course during the week of the courses final exam. After the five day limit, dropping a course will follow the general academic progression policy which states: A student may withdraw from a course up to one week (five class days) after mid-semester (last day to drop a course without academic penalty) and receive a “W” providing the student secures advisor’s and Registrar’s approval. A student who drops a course after this date, but prior to exams will receive a “W” if passing and a “WF” if failing. A student may not drop a course during the week of the course’s final exam. Should a student drop a course at any time without official approval the student will receive a grade of “F”.

### **ELECTIVE COURSES**

Elective courses beyond requirements for graduation may be taken on a Pass/Fail (P/F) credit basis with the instructor’s approval. The student must make application for the Pass/Fail grading option to the Registrar by the end of the second week of classes. The decision for the Pass/Fail is nonreversible. The grade of P (Pass) is not used in the calculation of GPA, but credit hours are given for the course. Certificate courses may be taken as P/F if the student will not be pursuing a degree at Cabarrus College of Health Sciences. Education enhancement courses are taken for contact hours or for CEU credit only.

### **GRIEVANCE AND APPEALS POLICY**

The College makes every effort to ensure fairness and equality in the handling of student grievances and appeals.

Definitions:

**Grievance**-a student's verbal concern related to fair and equitable treatment.

**Appeal**-a student's written concern related to fair and equitable treatment, not resolved at the grievance level, which affects his/her status as a student.

**Note:** This policy does not apply to decisions resulting from disciplinary hearing as referred to in the Withdrawal, Probation, Suspension and Dismissal Policy found in the student handbook.

Regarding grievances, a student may meet with any member of the faculty, staff, or administration at a mutually agreeable time about any concern. This meeting should be scheduled at a time when college related activities for either party are not interrupted. If the student is involved in College, clinical or fieldwork activities and finds it necessary to leave, the supervising faculty member must be notified. To ensure that the student's grievance is being considered in a timely manner, the student must obtain a Grievance and Appeal Tracking Form from the College office or faculty member. The Tracking Form will serve as the process guide for responding to the student grievance. If the



grievance is not resolved to the satisfaction of the student, it may be appealed.

A student may also appeal a concern affecting his or her status as a student. This should follow the first appeal to the faculty or staff member making the decision. Within five-working days, the student must notify the faculty or staff person who initiated the concern that the action is being appealed. To insure that the appeal is being considered in a timely manner, the Grievance and Appeal Tracking Form must be attached. If the student is not satisfied with the decision, an appeal then may continue to the appropriate course coordinator, dean for academic and student services, chancellor, or designee. The final decision for the academic appeal is the Dean for Academic and Student Services. The student will be notified in writing of the final decision within 30-calendar days of receipt of the appeal.

### **ATTENDANCE AND INCLEMENT WEATHER**

It is expected that students attend all required classes, laboratories and related experiences, show involvement by participation for the learning activity and be punctual. Absence should occur only in situations of personal illness, immediate family illness or death. Students are bound by attendance requirements listed in each course syllabi. Students are responsible for checking bulletin boards, e-mail accounts, and mailboxes for announcements concerning rescheduling and individual communications. All students must have access to phone, CCHS e-mail and transportation services. Class, clinical or fieldwork day(s) missed due to inclement weather will be made up as appropriate for the type and amount of material missed (incorporated in the schedules for the following day(s), Saturday(s), or evaluation week). The administrative staff on call will determine the status of classes. (NOTE: This message will be communicated by radio--WBT 1110 AM, and WSOC 103.7 FM and television--WBT Channel 3 and WSOC Channel 9, in Charlotte by 5 a.m. for day classes and 4 p.m. for evening classes (if at all possible). Students may also call the College's message line at (704) 783-3100 and when prompted, extension 4999# to receive a detailed recorded message regarding the College's schedule. Whenever the College is on a ONE-hour delay schedule, this means the College will delay all activities (Classes, clinical, and office hours) by one hour from the College's normal opening time of 8 a.m. In the case of a 1-hour delay, report to your regularly scheduled 9 a.m. class; in the case of a 2-hour delay, report to your regularly scheduled 10 a.m. class.

### **INCOMPLETE**

The grade of "I" (Incomplete) indicates that some requirement of the course is not yet complete. To receive an "I" a student must be progressing satisfactorily in class and lab activities.

Any student who receives an "I" is responsible for initiating the steps with the course coordinator to remove the incomplete within 10 business days from the end of the semester in which the "I" is obtained. At the request of the course coordinator, an extension may be granted by the Academic Dean. If these requirements are not met the "I" will be changed to an "F." For courses that are taught in less than a traditional semester in length, the incomplete must be completed within 5 business days.

### **PREREQUISITES AND CO-REQUISITES**

#### **Prerequisites**

A course prerequisite is any requirement an academic program identifies as essential for a student to successfully complete before taking a course.

#### **Co-requisites**

A course co-requisite is a course that must have been successfully completed prior to, or in the same

semester as, the course with which it is identified as a co-requisite.

A student must successfully complete co-requisite requirements to progress to the next course in the academic major.

### **REPEATING COURSES**

A student may enroll in any course a maximum of two (2) times per admission. The second enrollment will be on a space available basis at the time of registration. Only the grade obtained for repeating the course will be used in determining GPA and is considered the final grade; however, both courses and grades will appear on the transcript. Final course grades are included in the calculation of the GPA for honors at graduation. This applies only to the courses taken and repeated at this institution.

## **STUDENT RECORDS**

### **Access to and Disclosure of Student Records**

In compliance with the Family Educational Rights and Privacy Act (FERPA) of 1974 (amended in 1995), the Health Insurance Portability and Accountability Act (HIPAA) of 1996, and the Graham-Leach-Bliley Modernization Act (GLB) of 1999, students have the right to inspect their academic records, to have the institution correct inaccuracies in the record, and to prevent disclosure of certain information. Access to, or disclosure of the record is limited and generally requires prior consent by the student.

Directory information including student's name, parent's name, address, telephone number, date and place of birth, major field of study, participation in officially recognized activities, dates of attendance, degrees and awards received, most recent previous school/college attended and photograph may be disclosed without prior written consent, unless the student notifies the College in writing to the contrary by the first day of enrollment.

The entire policy governing the rights of students and parents including definitions, notification procedure to inspect records, limitations on right to access, refusal to provide copies, disclosure of educational records and request for disclosure is published in the Student Handbook

### **TRANSCRIPT AND RECORD REQUESTS**

Official copies of transcripts and other academic record components are released to designated institutions and or individuals upon completion of the Authorization of Record Release form by the student or former student. A fee is charged for each copy according to the published schedule. Academic records from other institutions are not released.

### **CHANGE OF NAME, ADDRESS AND/OR TELEPHONE NUMBER**

It is the responsibility of all students to notify the college office immediately upon a change of name, address, or telephone number. The preferred method to change data is for the student to utilize the SONISweb System. The College is not responsible for any correspondence the student may miss due to the student's failure to notify the College of such. Legal documentation is required to change a name.

## **WITHDRAWAL, PROBATION, SUSPENSION AND DISMISSAL**

Withdrawal from the College may be:

### **VOLUNTARY**

A student wishing to voluntarily withdraw from the College must obtain the Withdrawal Form from the College office.

For withdrawal to be finalized, the student's completed Withdrawal Form must be filed in the College office. The date that the completed Withdrawal Form is received in the College office is the official date of withdrawal. See refund policy for information regarding refunds.

A student may withdraw from a course up to one week (five class days) after mid-semester (last day to drop a course without academic penalty) and receive a "W", providing the student secures academic advisor's and registrar's approval. A student who drops a course after this date, but prior to exam week will receive a "W" if passing and a "WF" if failing. A student may not drop a course during the week of the courses final exam. Should a student discontinue attendance in a course at any time without official approval, the student remains enrolled and will receive the grade earned in the course.

### **INVOLUNTARY(DISSISSAL)**

A student is expected to meet certain standards to remain in College. If at any time it is the judgment of the College that a student has failed to meet the academic, behavior, or health policies of the College, the student may be suspended or dismissed.

A student may be suspended for a specific period of time to allow time for fact finding and decision making regarding the incident in question. During a suspension, a student is not allowed to participate in any College activities.

Any student failing to meet required academic standards is not allowed to progress (see Academic Progress and Graduation Policy).

It shall be the duty of the Dean for Academic and Student Services to communicate to the student and/or the parents or guardians of minors and document in the student's record any decision concerning the student's status in the College.

The faculty and administration are committed to assisting a student in every way to complete their program successfully, but are also responsible for dismissing the student who:

- does not meet academic progression policies;
- is an unsafe practitioner in the clinical area;
- is dishonest;
- fails to comply with professional behavior policies;
- fails to comply with terms of a probation;
- fails to meet financial obligations to the College including payment of library, parking and other fines;
- fails to comply with policies of the College and clinical/fieldwork facilities;
- presents physical and/or emotional problems that do not respond to appropriate treatment and/or counseling within a reasonable period of time; or
- fails to submit to testing for alcohol or drugs or adulterates urine samples.

Some additional, but not all inclusive, reasons for dismissal are:

- fraudulent marking or falsification of any record;
- removal without permission or misuse of records or confidential information of any nature;
- engaging in any anti-social, criminal, dangerous or violent activity;
- fighting or misconduct on College, clinical or fieldwork premises;
- obscene or offensive language or behavior in the college, clinical or fieldwork facilities, including sexual harassment;
- attending class, clinical or fieldwork while under the influence of alcohol, drugs, stimulants, or debilitating substances;
- selling, distributing, or giving unauthorized drugs or alcohol to students, employees, patients or visitors;
- theft or misappropriation of college, students', employees', patients', or visitors' property, or removal of any such property from the premises without permission;
- tampering with, damaging, or using college, clinical or fieldwork facility property without permission;
- failure to comply with the tobacco free campus policy;
- failure to report acts of dishonesty.

The decision concerning probation, suspension or dismissal for any reason other than scholastic inadequacy (i.e., health or behavior) shall be the responsibility of the Dean for Academic and Student Services.

## **GRADUATION**

### **REQUIREMENTS**

To be eligible to graduate and receive a diploma, associate or baccalaureate degree, the student must:

- have a minimum cumulative GPA of 2.00
- meet all the requirements of the curriculum in which the student is enrolled
- meet all financial obligations to the College
- must complete an "Intent to Graduate" form during the fall or spring registration for the semester prior to graduation.
- must complete program requirements as certified by the program coordinator no later than the last day of the second summer session to participate in the spring graduation ceremony
- must have registered and paid for any outstanding coursework needed to complete the program
- diploma seeking students must have 15 hours of documented volunteer service validated by the Director of Student Services to be eligible to participate in the graduation service and receive a diploma.
- all associate and baccalaureate degree seeking students must complete the College Assessment of Academic Proficiency (CAAP) during the published testing dates prior to graduation. At the time of this publication a minimum score is being investigated and will be posted in advance for students.
- associate degree seeking students must have 30 hours of documented volunteer service validated by the Director of Student Services to be eligible to participate in the graduation ceremony and receive a diploma.
- associate degree seeking transfer students matriculating into the second year, this requirement is reduced to 15 hours of community service.

- baccalaureate students must have a minimum of 12 hours of documented volunteer service.

### **Recognition**

Students achieving an overall grade point average (GPA) of 3.20 or higher are recognized with notation on the graduation program and on the academic transcript as graduating:

- *cum laude* for achieving a cumulative GPA of 3.20 - 3.59
- *magna cum laude* for achieving a cumulative GPA of 3.60-3.89
- *summa cum laude* for achieving a cumulative GPA of 3.90-4.00

### **AWARDS**

To honor members of the graduating class for outstanding achievement and performance during their years as students and to inspire and motivate students, the following awards and recognitions are presented to graduates who have been enrolled at CCHS at least three semesters.

The following awards are presented to the award winning Associate Degree Nursing graduates during the Awards Ceremony:

**Cannon Best All Around Nursing Student Award** - Recognizes excellence in many areas such as scholastic standing, personal and social relations, and co-curricular activities. Selected by A.D.N. faculty.

**W.R. Floyd Surgical Nursing Award** - Honors the graduate who has developed good technical skills and understanding of principles of operating room techniques. In addition, the graduate must have shown a high degree of interest in providing for comfort and care of the surgical patient. Selected by A.D.N. faculty.

**Dr. Linny and Joyce Baker Pediatric Nursing Award** - Acknowledges the nursing student who has shown a high degree of interest and skill in providing compassionate care to children. The name of the recipient of this award will be added to a plaque displayed in the College. Selected by A.D.N. faculty.

**George A. Batte, Jr. Scholastic Achievement Award** - Pays tribute to the nursing graduate with the highest scholastic average. The name of the recipient of this award will be added to a plaque displayed in the College. Based on cumulative GPA.

The following awards are presented to the Allied Health graduates during the Awards Ceremony:

**Anita H. Talbott Academic Achievement Award** - Honors the allied health associate degree-seeking graduate with the highest scholastic average. The name of the recipient of this award will be added to a plaque displayed in the College. Based on cumulative GPA.

**Allied Health Best All Around Student Award** - Distinguishes the allied health associate degree or diploma graduate who exhibits excellence in scholastic, personal-social relationships, technical skills, co-curricular activities, and volunteerism. This graduate also inspires and motivates other students to reach their highest potential. Selected by Allied Health faculty.

The following awards is presented to the Bachelor of Science graduate during the Awards Ceremony:

**Elizabeth R. Mabrey Distinguished Baccalaureate Merit Award** - Honors the baccalaureate degree graduate for exceptional academic, leadership and service achievement. Recipient nominated and selected by the baccalaureate nursing faculty.

The following awards are open to all graduate(s) and presented at the Awards Ceremony:

**Edith M. Dennis Service Award** -Voted on by the student body to the Allied Health or Nursing graduate who has demonstrated outstanding school spirit and has contributed greatly to unity of the classes.

**Robert L. Wall Leadership Award** -Voted on by faculty and staff and presented to the degree graduate who exhibits leadership qualities in the clinical area, demonstrates potential for future leadership roles in healthcare and maintains good academic standing.

The Alumni Association shall have the responsibility for the selection of recipients of the Alumni Honor Pins. These awards recognize all degree-seeking graduates with a cumulative GPA of 3.60 or higher.

#### **GRADUATION MARSHALS**

Marshals shall be at least ten (10) associate degree seeking students and two (2) baccalaureate degree-seeking students. They will be selected from those students having at least 15 semester hours credit earned at Cabarrus College of Health Sciences with a minimum cumulative GPA of 3.00.

The Chancellor has final responsibility for the execution of Graduation, the Awards, and the Recognition Ceremonies.

## **CABARRUS COLLEGE OF HEALTH SCIENCES TRADITIONS**

### **CABARRUS COLLEGE ALUMNI ASSOCIATION**

The Cabarrus College of Health Sciences Alumni Association is here to keep you connected with classmates and the College. Alumni sponsored publications, special events and reunions help you stay in touch with your past as you build your future. Please let us know about promotions, relocations, marriages and family additions by writing, calling or e-mailing the CCHS Alumni Affairs Office (401 Medical Park Drive, Concord, North Carolina 28025, (704) 783-1613, mgass@cabarruscollege.edu). We look forward to hearing from you!

### **THE CANNON GALLERY**

The Cannon Gallery serves as the gateway to all programs and events and contains a reception area, the Wall of Honor and space for college displays designed to recognize in perpetuity the heritage and long standing support the School of Nursing and College have received from the community. The Wall of Honor displays a collection of class graduation photos since the College's founding in 1942.

## **FACULTY/STAFF RECOGNITION**

Since 2002, each year, the College recognizes a faculty member who is committed to innovation and excellence-- an individual who demonstrates teaching excellence in the classroom and mentors students and other faculty in exemplary, professional behavior. The winner presents the graduation keynote address for the next graduation. Recipients include:

2002-Nancy Schneidenbach Green, BS, OTR/L, MHA

2003-Ernie M. Faw, Jr., BS, M.Ed.

2004-Elaine Story, RN, BSN, MSN

2005-Patricia Mullens, RN, BSN, MSN

2006-Marcia Zipf, RN, BSN, MSN

2007-Kimberly B. Plemmons, RN, BSN, MSN

## **PROGRAMS OF STUDY**

### **General Education Core Curriculum**

In keeping with the Mission and Goals of Cabarrus College of Health Sciences, graduates of all degree programs complete a basic core of general education courses as specified in their curriculum plan. The general education core curriculum provides a diverse knowledge base that serves as a foundation for health sciences education.

The general education curriculum facilitates the integration of fundamental quantitative processes, communication skills, the sciences and humanities to promote both professional growth and personal development. Through the general education courses, students are provided with opportunities to develop communication skills and the ability to reason critically which serves to enhance their mastery of health sciences knowledge and related technical skills. The general education core curriculum includes courses from each of the following categories: humanities/fine arts, social/behavioral sciences, and natural sciences/mathematics/information systems.

## ASSOCIATE IN SCIENCE

The Associate in Science (AS) pre-professional degree program provides the student with a strong foundation in general education, basic science education, mathematics and social sciences. The curriculum prepares students to attain their career and educational goals, primarily in health related fields. The curriculum offers adequate course flexibility for acceptance into degree programs offered at CCHS or to transfer courses to other regionally accredited colleges or universities.

### OBJECTIVES

It is the intent of the Associate in Science Program to prepare students to:

- develop a level of knowledge that allows them to transfer into professional clinical programs at CCHS, to complete the Associate in Science Degree or continue successfully in upper level courses at CCHS or another college or university;
- demonstrate effective oral and written communication skills in a variety of settings and formats;
- demonstrate knowledge of laboratory techniques and procedures as a generalist in a laboratory setting and the generation and analysis of basic scientific data;
- apply mathematical principles and rules to translate problem situations into symbolic representations and use these representations to solve problems;
- demonstrate effective people skills for working in collaborative situations and with diverse populations;
- demonstrate critical thinking and analysis skills by questioning data, drawing inferences and formulating conclusions based on data available.

The Associate in Science Degree will be awarded to students who have successfully completed a minimum 64 credit hours of course work. Forty eight (48) of the credit hours must be taken in required courses.

<b>COURSE #</b>	<b>COURSE TITLE</b>	<b>CREDIT HOURS</b>
<b>REQUIRED MAJOR COURSES</b>		
BIO 101	General Biology I	4
BIO 102	General BiologyII	4
BIO 150	Nutrition	3
BIO 190	Microbiology	4
CHM 101	General Chemistry I	4
CHM 102	General Chemistry II	4
MAT 161	College Algebra	3
	<b>TOTAL</b>	<b>26</b>



**PROGRAM REQUIREMENTS**

HSC 101	Medical Terminology	1
CAS 190	Computer Technology App	3
<b>TOTAL</b>		<b>4</b>

**GENERAL EDUCATION REQUIREMENTS**

ENG 101	English Composition I	3
ENG 102	English Composition II	3
HEA 110	Health and Wellness	3
HUM 200	Leadership Development	3
PSY 101	General Psychology	3
SPH 101	Public Speaking	3
<b>TOTAL</b>		<b>18</b>

**ELECTIVES 16 CREDIT HOURS****ACADEMIC PROGRESS FOR ASSOCIATE IN SCIENCE DEGREE PROGRAM**

- A student must earn at least a “C” as a final grade in each program and major course in order to enroll in the subsequent courses in the major or to graduate.
- Students must have a minimum cumulative 2.00 grade point average at the end of the first academic year or equivalent (minimum 24 credit hours to progress in the program).
- A student may repeat a maximum of two (2) courses in the major per admission.

**Recommended Course Sequence**

<b>Semester I</b>		
<b>Course #</b>	<b>Course Title</b>	<b>Credit Hours</b>
BIO101	Introductory Biology I	4
CHM 101	General Chemistry I	4
ENG 101	English Composition I	3
CAS 190	Computer Technology Applications	3
HSC 101	Medical Terminology	1
<b>TOTAL</b>		<b>15</b>

<b>Semester II</b>		
<b>Course #</b>	<b>Course Title</b>	<b>Credit Hours</b>
BIO 102	Introductory Biology II	4
CHM 101	General Chemistry II	4
PSY 101	General Psychology	3
ENG 102	English Composition II	3
MAT 161	College Algebra	3
<b>TOTAL</b>		<b>17</b>

**Semester III**

<b>Course #</b>	<b>Course Title</b>	<b>Credit Hours</b>
BIO 190	Microbiology	4
SOC 101	Social/Behavioral Science Elective	3
###	Elective	3
BIO 150	Nutrition	3
###	Elective	<u>3</u>
<b>TOTAL</b>		<b>16</b>

**Semester IV**

<b>Course #</b>	<b>Course Title</b>	<b>Credit Hours</b>
Biology Elective	Elective	4
HUM 200	Leadership Development Studies	3
###	Humanities Elective	3
###	Elective	3
(200 or above)	Elective	3
<b>TOTAL</b>		<b><u>16</u></b>
<b>PROGRAM TOTAL</b>		<b>64</b>

**PREPARATION FOR OTHER ASSOCIATE DEGREES AT CABARRUS COLLEGE OF HEALTH SCIENCES**

Professional programs at CCHS 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 in Science program, enabling them to complete courses, which would later transfer with a change of major. Students entering the A.S. program may modify their course sequence to best prepare them for a particular program in anticipation of a change of major. Any modification must be approved by the student's advisor.

**PREPARATION FOR TRANSFER TO ANOTHER COLLEGE OR UNIVERSITY**

Students wishing to pursue a baccalaureate degree at another institution are responsible for ensuring that courses taken at the CCHS will transfer to the institution and program of choice. Students planning to transfer should consult with their advisor at CCHS and use the current catalog of the institution to which they plan to transfer as a guide in selecting courses.

**ALLIED HEALTH PROGRAMS****PHILOSOPHY**

The faculty have the following beliefs related to society, community, philosophy, healthcare, education and the allied health graduate.

Allied Health education is a process which supports the development of the learners' skills in preparation for careers in allied health. Allied health students gain new knowledge, skills and attitudes that encourage them to implement new behaviors and develop critical thinking skills. This educational process is continuous and goes beyond formal learning, with the learners sharing responsibility for their own education.

Allied healthcare workers behave in a dignified manner and show compassion and caring for other human beings of all ages, economic and cultural backgrounds. These attributes are necessary for a holistic approach in meeting the needs of individuals and their families. Healthcare workers need to demonstrate the ability to act as members of the healthcare team to support promotion and maintenance of health, the prevention of disease and the care and rehabilitation of the sick.

### **ADDITIONAL REQUIREMENTS FOR ACADEMIC PROGRESS FOR ALLIED HEALTH DIPLOMA AND DEGREE STUDENTS**

A student must earn at least a “C” as a final grade in each program requirement and in each course in the major in order to enroll in the subsequent course in the major.

Each student must have a minimum cumulative grade point average of 2.00 upon completion of the first academic year in order to progress in the program.

## **MEDICAL ASSISTANT**

### **OBJECTIVES**

The objectives of the Medical Assistant program at Cabarrus College of Health Sciences are that graduates will:

- be prepared to work in entry level positions in a variety of healthcare settings to include physicians’ offices, hospitals, clinics and long term care facilities;
- demonstrate a beginning level of competency in administrative and clinical duties congruent with job requirements;
- have an understanding of the ethical and legal responsibilities appropriate for their level of practice;
- meet appropriate criteria to sit for certification
- Perform a variety of clinical and administrative duties, including:
  - Updating and filing medical records;
  - Arranging hospital admission and laboratory services;
  - Handling billing and bookkeeping;
  - Taking and recording vital signs and medical histories;
  - Educating patients;
  - Collecting and preparing laboratory specimens;
  - Performing basic laboratory procedures;
  - Preparing and administering medications; and
  - Performing EKGs.

Medical Assistants may also arrange examining room instruments and equipment, purchase and maintain supplies and equipment and keep waiting and examining rooms neat and clean.

Medical Assistants are employed by practicing physicians more than any other type of allied health personnel. Due to the preference of many physicians for trained personnel, job prospects should be excellent for medical assistants with formal training or experience, particularly those with formal certification.

Medical Assistants may be able to advance to office managers, ward clerks, medical records clerks,

phlebotomists or EKG technicians. They may qualify for a wide variety of administrative support occupations or may teach medical assisting.

**Certification Eligibility:**

The Cabarrus College of Health Sciences Medical Assistant curriculum is based on the Essentials and Guidelines for an Accredited Educational Program for the Medical Assistant developed by the Commission on Accreditation of Allied Health Programs (CAAHEP). CAAHEP grants accreditation to qualifying allied health programs. The Essentials are the minimum standards of quality used in accrediting programs that prepare individuals to enter the medical assisting profession. Cabarrus College of Health Sciences became accredited in April 2000. All graduates are eligible to sit for the American Association of Medical Assistants Certification Examination after successful completion of the diploma portion of the program.

**MEDICAL ASSISTANT CURRICULUM PLAN  
DIPLOMA PROGRAM**

<b>Fall Semester</b>		
<b>Course #</b>	<b>Course Title</b>	<b>Credit Hours</b>
ENG 101	English Composition I	3
CAS 190*	Computers for Healthcare Information Systems	3
MED 101**	Medical Assisting I	6
MED 102**	Human Anatomy & Physiology	3
HSC 101*	Medical Terminology	1
	<b>TOTAL</b>	<b>16</b>
<b>Spring Semester</b>		
<b>Course #</b>	<b>Course Title</b>	<b>Credit Hours</b>
MED 111**	Business Applications	4
PSY 101	General Psychology	3
MED 110**	Medical Assisting II	10
	<b>TOTAL</b>	<b>17</b>
<b>Summer Session</b>		
<b>Course #</b>	<b>Course Title</b>	<b>Credit Hours</b>
MED 120**	Medical Assisting Externship and Medical Transcription	6
	<b>TOTAL</b>	<b>6</b>

Thirty-nine semester hours are required to earn a Diploma in the Medical Assistant program.

**Associate Degree Program**

*All courses in the Diploma program plus:*

<b>Fall Semester</b>		
<b>Course #</b>	<b>Course Title</b>	<b>Credit Hours</b>
SOC 101	Introduction to Sociology	3
BIO 190*	Principles of Microbiology	4
BIO 210*	Human Anatomy & Physiology I	4
PSY 150	Human Growth & Development	3
	<b>TOTAL</b>	<b>14</b>
	60	

<b>Spring Semester</b>		
<b>Course #</b>	<b>Course Title</b>	<b>Credit Hours</b>
BIO 150*	Nutrition for Healthy Living	3
BIO 220*	Human Anatomy & Physiology II	4
HUM 200	Leadership Development Studies	3
### ###	Elective	3
	<b>TOTAL</b>	<b>13</b>
<b>Summer Session</b>		
<b>MED 230**</b>	<b>Medical Assisting Practicum</b>	<b>3</b>

Sixty-nine semester hours are required to earn an Associate of Science Degree in the Medical Assistant program.

\*Program requirements

\*\* Major requirements

### **OCCUPATIONAL THERAPY ASSISTANT**

#### **OBJECTIVES**

The objectives of the Occupational Therapy Assistant program at Cabarrus College of Health Sciences are that graduates will:

- be prepared for employment in entry level positions in a variety of healthcare settings, which include: hospitals, home care, long term care facilities, school systems, outpatient clinics, community based programs, rehabilitation facilities and industrial settings;
- demonstrate a beginning level of competency in restorative, adaptive and preventative therapies for persons with a variety of disabilities and limitations;
- be prepared to integrate biological and behavioral sciences and clinical reasoning skills in identification, assessment and development of the plan of care and delivery of healthcare services;
- demonstrate an understanding of the ethical and legal responsibilities appropriate for their level of practice; and
- meet appropriate certification and/or licensure requirements for Occupational Therapy Assistants.

Graduates will be eligible to sit for the national certification examination for the occupational therapy assistant administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be a Certified Occupational Therapy Assistant (COTA). Most states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. A felony conviction may affect a graduates ability to sit for the NBCOT certification examination, or to attain state licensure.

Some of the services COTAs may provide include: analysis and training in daily living skills (ADLs) and homemaking tasks; fabrication and application of splints and other orthotic devices; use of therapeutically analyzed crafts; analysis of therapeutic activities or exercises and physical agent modalities; task analysis and training for productive work; adaptation of the physical environments

and architectural barriers for the physically disabled; and application of group process and/or individual skills for the emotionally disturbed and psychosocially impaired persons.

The content, scope and rationale for the OTA program curriculum design is a result of careful review of multidimensional factors including: the current philosophy of Occupational Therapy practice; the Accreditation Council for Occupational Therapy Education (ACOTE) standards for development of an OTA program; the entry level role delineation document; the learning process and theoretical frames of reference for the practice of occupational therapy. A combination of the above and the common threads of the College's and OTA program's mission, philosophy and objectives have resulted in an eclectic basis for designing the curriculum, its rationale, sequencing of courses and progression.

The conceptual framework for the organization and progression of the curriculum consists of the following themes:

- OTR/COTA Role Delineation
- Characteristics of Clinical Reasoning and problem solving
- The Model of Human Occupation
- Life-long Learning Process
- Documentation and Quality Assurance
- Wellness/Holistic Treatment Intervention

The concepts listed above are interwoven throughout the design of the curriculum in a progressive nature through which students gain new knowledge, skills and attitudes that promote and encourage new behaviors and develop clinical reasoning skills.

### **OCCUPATIONAL THERAPY ASSISTANT CURRICULUM PLAN**

#### **Fall Semester**

<b>Course #</b>	<b>Course Title</b>	<b>Credit Hours</b>
OTA 101**	Introduction to OT (Level I #1) Fieldwork	3
OTA 102**	Activity Analysis/Through Therapeutic Media	3
BIO 210*	Human Anatomy and Physiology I	4
CAS 190	Computers for Healthcare Information Systems	3
ENG 101	English	3
HSC 101*	Medical Terminology	1
	<b>TOTAL</b>	<b>17</b>

#### **Spring Semester**

<b>Course #</b>	<b>Course Title</b>	<b>Credit Hours</b>
OTA 112**	Fundamentals of Occupations & Splinting	3
OTA 114**	Physical Dysfunction (Level I #2) Fieldwork	7
BIO 220*	Human Anatomy & Physiology II	4
PSY 150	Human Growth & Development	3
	<b>TOTAL</b>	<b>17</b>

<b>Summer Session</b>		
<b>Course #</b>	<b>Course Title</b>	<b>Credit Hours</b>
OTA 116**	Kinesiology	3
PSY 101*	General Psychology	3
	<b>TOTAL</b>	<b>6</b>

<b>Fall Semester</b>		
<b>Course #</b>	<b>Course Title</b>	<b>Credit Hours</b>
OTA 201**	Therapeutic Group Applications	3
OTA 202**	Psychosocial Dysfunction (Level I #3) Fieldwork	3
OTA 203**	Assessment & Treatment Planning	2
HUM 200	Leadership Development Studies	3
PSY 210*	Abnormal Psychology	3
	Elective	3
	<b>TOTAL</b>	<b>17</b>

<b>Spring Semester</b>		
<b>Course #</b>	<b>Course Title</b>	<b>Credit Hours</b>
OTA 206**	Level II Fieldwork #1	6
OTA 208**	Level II Fieldwork #2	6
	<b>TOTAL</b>	<b>12</b>

**A minimum of 69 semester hours are required to earn an Associate of Science Degree in the Occupational Therapy Assistant program.**

All students must complete Level II fieldwork within one year of the required academic coursework.

\*Program requirement

\*\*Major requirement

## **SURGICAL TECHNOLOGY**

### **OBJECTIVES**

The objectives of the Surgical Technology program at Cabarrus College of Health Sciences are that graduates will:

- demonstrate competency and skills in aseptic technique, surgical procedures and instrumentation skills;
- demonstrate professionalism, communicate effectively and provide for patient and staff safety;
- apply knowledge of anatomy and pharmacology to surgical case assignments, as well as maintain the equipment and physical environment of the surgical area;
- have the understanding of the ethical and legal responsibilities appropriate for their level of practice; and
- meet appropriate certification for Surgical Technologists.

Surgical Technologists are crucial members of a surgical team and work closely with surgeons, registered nurses and anesthesiologists to provide the best possible care for the patient in surgery. Students in the surgical technology curriculum learn to function as members of a surgical team by

arranging supplies and instruments, maintaining aseptic conditions, preparing patients for surgery and assisting the surgeon during surgical procedures.

Surgical Technologists are employed in hospital operating rooms, delivery rooms, ambulatory surgery centers and clinics. Many work as private technicians to surgeons. They also apply their knowledge in other realms such as purchasing or central supply services.

The Surgical Technology curriculum includes planned learning experiences for a period of either one or two years. Students complete the “core” courses during the first year, which comprises the diploma level of this program and may continue a second year with the general education courses and an internship to complete the Associate of Science Degree in Surgical Technology.

**Certification**

Graduates are eligible to take the certification examination for Certified Surgical Technologists given by the Liaison Council on Certification for the Surgical Technologist.

**SURGICAL TECHNOLOGY CURRICULUM PLAN  
DIPLOMA PROGRAM**

**Fall Semester**

<b>Course #</b>	<b>Course Title</b>	<b>Credit Hours</b>
ENG 101	English Composition I	3
BIO 190*	Principles of Microbiology	4
SRG 101**	Introduction to Surgery	6
HSC 101*	Medical Terminology	1
SRG 102**	Human Anatomy & Physiology	3
	<b>TOTAL</b>	<b>17</b>

**Spring Semester**

<b>Course #</b>	<b>Course Title</b>	<b>Credit Hours</b>
CAS 190*	Computers for Healthcare Information Systems	3
PSY 101	General Psychology	3
SRG 110**	Surgical Procedures & Clinical I	9
	<b>TOTAL</b>	<b>15</b>

**Summer Session**

<b>Course #</b>	<b>Course Title</b>	<b>Credit Hours</b>
SRG 120**	Surgical Procedures & Clinical II	6
	<b>TOTAL</b>	<b>6</b>

**38 semester hours are required to earn a Diploma in the Surgical Technology program.**

**ASSOCIATE DEGREE PROGRAM**

**All courses in the Diploma program plus:**

**Fall Semester**

<b>Course #</b>	<b>Course Title</b>	<b>Credit Hours</b>
SOC 101	Introduction to Sociology	3
BIO 210*	Human Anatomy & Physiology I	4



PSY 150	Human Growth & Development	3
### ###	Elective	3
	<b>TOTAL</b>	<b>13</b>

#### Spring Semester

Course #	Course Title	Credit Hours
BIO 150	Nutrition for Healthy Living	3
BIO 220*	Human Anatomy & Physiology II	4
HUM 200	Leadership Development Studies	3
SRG 230**	Surgical Internship	3
	<b>TOTAL</b>	<b>13</b>

**64 semester hours are required to earn an Associate of Science Degree in the Surgical Technology program.**

\* Program requirement      \*\*Major requirement

### **BACHELOR OF SCIENCE IN HEALTH SERVICES MANAGEMENT**

The Bachelor of Science in Health Services Management degree (BSHSM) completion program is designed for professionals with an associate degree in a health or health related field such as nursing, radiology technology, occupational therapy assistant, medical assistant, emergency medical technology, and surgical technology. Graduates are prepared for supervisory management positions in clinics, hospitals, long-term care, and a variety of other healthcare organizations.

#### **OBJECTIVES**

The curriculum leading to a BSHSM degree is focused on assisting students develop the style and substance of an individual management practice by:

- Acquiring a knowledge of the factors that condition and affect management practice in health care service delivery.
- Developing an attitude that establishes a management identity appropriate to health care service delivery.
- Obtaining the skills required to practice management in health care service delivery.

#### **CURRICULUM PLAN**

The Bachelor of Science in Health Services Management degree will be awarded to students who successfully complete 120 credit hours of course work with a grade of C or better. This includes 18 semester hours of general education courses and program requirements, 42 semester hours of upper division major courses (including 12 hours of major electives), 60 semester hours of credit for the student's prior associate degree.

**GENERAL EDUCATION and PROGRAM REQUIREMENTS**

<b>General Education:</b>		<b>Credit</b>
One upper division level course in behavioral and /or social sciences		3
Two upper division level electives		6
MAT 310	Statistics	3
ENG 402	Technical and Professional Communications	3
<b>Program Requirements:</b>		<b>Credit</b>
BUS 310	Introduction to Accounting and Financial Management	3

<b>Major Requirements:</b>		<b>Credit</b>
HSM 300	Introduction to Health Services Organizations	3
HSM 302	Methods for Health Services Research and Evaluation	3
HSM 303	Health Services Supervision	3
HSM 307	Internship I	3
HSM 320	Health Care Informatics	3
HSM 330	Human Resources Management	3
HSM 400	Organizational Dynamics and Communications	3
HSM 403	Current Issues in Health Services Management	3
HSM 411	Legal and Ethical Issues	3
HSM 460	Capstone Project	3
HSM	Program electives	12

**ACADEMIC PROGRESS FOR HEALTH SERVICES MANAGEMENT STUDENTS**

- A student must earn at least a “C” as a final grade in each course in each program requirement course and in each course in the major in order to enroll in the subsequent course or to graduate.
- A student may repeat a maximum of two (2) individual courses in the major.
- Students must maintain a cumulative grade point average of “C” (2.0) or higher.
- Students must maintain a current, unrestricted certificate of licensure or their respective discipline (if certificate/license is required).
- Students must meet and maintain current health requirements as specified by the clinical agencies to participate in and/or continue HSM 307 internship.

**BACHELOR OF SCIENCE IN MEDICAL IMAGING**

The baccalaureate programs will build upon the Associate Degree in Imaging or an approved Diploma program. Diploma graduates may need to complete prerequisite courses in general education prior to acceptance into the Medical Imaging degree

program. The baccalaureate program will be approximately a two year completion program.

Objective:

The Medical Imaging Programs at Cabarrus College of Health Sciences will provide the licensed Imaging Professional with an opportunity to achieve an advance credential(s) and/or baccalaureate completion degree. The program will do so through didactic offerings at the college, and clinical requirements at the various affiliate hospitals.

Curriculum Plan:

The Bachelor's in Medical Imaging degree will be awarded to students who successfully complete 120 credit hours of course work with a grade of C or better. This includes the general education and program requirements. The student will be awarded 60 semester hours of credit for prior associate degree in any of the four primary categories in Medical Imaging.

**Bachelor's of Medical Imaging-Imaging Management Option**

**FALL SEMESTER**

Course #	Course Title	Credit Hours
HSM 300**	Introduction to Health Services Organizations	3
HSM 302**	Methods for Health Services Research and Evaluation	3
MAT 310	Statistics	3
ENG 301*	Professional Research and Reporting	3
Elective*	(300-level-3cr hrs)	<u>3</u>
		<b>15</b>

**SPRING SEMESTER**

Course #	Course Title	Credit Hours
BUS 310	Introduction to Accounting & Financial Management	3
HSM 303**	Health Services Supervision	3
HSM 306**	Healthcare Economics	3
HSM 320**	Healthcare Informatics	3
Elective	(300-level-3cr hrs)	<u>3</u>
		<b>15</b>

**FALL SEMESTER**

Course#	Course Title	Credit Hours
HSM 330**	Human Resource Management	3
HSM 340**	Healthcare Marketing & Public Relations	3
ENG 402	Technical and Professional Communications	3
SOC 313	Issues in Diversity	3
MIS 400**	Special Imaging Procedures & QA	<u>3</u>
		<b>15</b>

**SPRING SEMESTER**

Course #	Course Title	Credit Hours
MIS 450**	Imaging Management Internship	3
HSM 400**	Organizational Dynamics and Communication	3
HSM 402**	Healthcare Policy and Planning	3
HSM 403**	Current Issues in Health Service Management	3
HSM 411**	Legal and Ethical Issues	3
		<u>15</u>
	Credit Hours Granted for A.A.S. Degree OR Transitional Track	60
	<b>TOTAL CREDIT HOURS:</b>	<b>120</b>

**Bachelor's of Medical Imaging-Clinical Option  
FALL SEMESTER**

Course#	Course Title	Credit Hours
MRI 301**	Introduction to MR and MR Physics	3
MRI 303**	MR Procedures and Protocols	3
MRI 304**	MR Clinical Applications	6
BIO 310	Cross Sectional Anatomy & Pathophysiology or	4
HSM 300*	Introduction to Health Services Organizations	<u>3</u>
		<b>16/(15)</b>

**SPRING SEMESTER**

Course #	Course Title	Credit Hours
CAT 301**	Introduction to CT and CT Physics	3
CAT 303**	CT Procedures and Protocols	3
CAT 304**	CT Clinical Applications	6
BIO 310**	Cross Sectional Anatomy and Pathophysiology	4
HSM 300*	Introduction to Health Services Organizations	<u>3</u>
		<b>15(16)</b>

**FALL SEMESTER**

Course #	Course Title	Credit Hours
SOC 313	Issues in Diversity	3
MATH 310	Statistics	3
MIS 400	Medical Imaging Special Procedures & QA	3
HSM 302*	Methods of Health Service Research and Evaluation	3
ENG 402	Technical and Professional Communications	<u>3</u>
		<b>15</b>

**SPRING SEMESTER**

Course #	Course Title	Credit Hours
BUS 310	Introduction to Accounting & Financial Mgt.	3
HSM 303*	Health Services Supervision	3
HSM 400*	Organizational Dynamics and Communications	3
HSM 403*	Current Issues in Health Services Management	3
HSM 411*	Legal and Ethical Issues	3
		<u>15</u>
	Credit Hours Granted for A.A.S. Degree or Transitional Track	60

**TOTAL CREDIT HOURS**

**121**

\*Program Requirement      \*\*Major Requirement

Curriculum Plan:

The advanced credential programs consist of sixteen (16) hours of academic credit taught in four courses within a one semester time frame.

**Advanced Specialty-MRI Option  
FALL SEMESTER**

Course#	Course Title	Cr. Hr
MRI 301	Introduction to MR and MR Physics	3
BIO 310	Cross Sectional Anatomy and Pathophysiology	4
MRI 303	MR Procedures and Protocols	3
MRI 304	MR Clinical Applications	<u>6</u>
		<b>16</b>

**Advanced Specialty-CT Option  
SPRING SEMESTER**

Course #	Course Title	Cr. Hr
CAT 301	Intro to CT and CT Physics	3
BIO 310	Cross Sectional Anatomy & Pathophysiology	4
CAT 303	CT Procedures and Protocols	3
CAT 304	CT Clinical Application	<u>6</u>
		<b>16</b>

A certificate of completion will be given to those students who successfully complete all four courses. ARRT verification sheet will be used to show that clinical objectives are met per ARRT criteria. Student enrolled in the advanced certificate program will generate an academic transcript at CCHS, which may be applied to academic programs.

## **LOUISE HARKEY SCHOOL OF NURSING**

The Louise Harkey School of Nursing offers two undergraduate programs: the Associate of Science in Nursing (ADN) Degree and the Bachelor of Science in Nursing (BSN) completion program for registered nurses.

### **PHILOSOPHY**

In congruence with the College's mission and goals, the nursing faculty identifies nursing as a profession synonymous with compassion and reverence for humanity. The philosophy of the Louise Harkey School of Nursing is derived from Neuman's Systems Model (2001). The Neuman's Systems Model defines the client "from a systems perspective holistically and multidimensionally" (p. 25). The client is viewed as an open system, and the model views the system as a composite of five interacting variables: physiological, psychological, sociocultural, developmental, and spiritual. These five variables function in relationship with the environment, which are the internal and external factors and stressors that influence the client and can affect the system's stability. The goal of nursing is to facilitate optimal wellness for the client through retention, attainment, or maintenance of client system stability. Optimal wellness represents the greatest degree of system stability at a given point in time; therefore, wellness is a point on a continuum between greatest stability and greatest instability.

The faculty believes the unique practice of nursing is characterized by the professional application of the nursing process, critical thinking, communication, and utilization of knowledge and skills sets obtained from the study of science, including behavioral and biologic sciences. Nursing is wholistic and must have a client-centered approach to meeting the needs of self, individuals, and families. In a diverse and dynamic society, nursing has an obligation to fulfill these needs through the use of multidisciplinary planning, informatics, evidence-based practice, and quality improvement. The nursing faculty endorses the National League for Nursing Accrediting Commission (NLNAC) Core Competencies (2005) as the basis for preparing the entering nursing professional to meet the needs of a constantly changing and diverse society. The nursing faculty also incorporates the Institute of Medicine Core Competencies (2003) for health care professionals into the School of Nursing philosophy, organizing framework, and program objectives.

Along with the philosophy of nursing practice, the nursing faculty adheres to an educational philosophy based on beliefs that growth is fundamental to education and that the student is an active participant in the learning process. Educational growth is a process in which the teacher guides the learner to modify behavior, thinking, or attitudes. Faculty members are committed to excellence in nursing practice. They serve as facilitators of learning as well as nursing experts. The nursing faculty is dedicated to assisting students in valuing their own diverse backgrounds and experiences as a foundation for service to others, to prepare for future nursing practice, and to participate in lifelong learning.

Associate Degree Nursing graduates are accountable, adaptable generalists who are prepared to

successfully take the National Council Licensure Examination-Registered Nurse (NCLEX-RN) and function as registered nurses in a variety of care settings. As registered nurses, graduates are members of the community of nursing, collaborating with clients, families, and groups together with support persons and other members of the health care team to achieve optimal functioning. Graduates demonstrate a persistent quest for scholarship and professional enhancement.

### **ASSOCIATE OF SCIENCE IN NURSING DEGREE OBJECTIVES**

The ADN program prepares professional nurses to:

- Analyze the impact of systems in clinical practice to enhance the health of individuals and families within the community.
- Function independently and collaboratively to deliver competent and compassionate care to clients using evidence-based research.
- Improve the care given to clients through quality improvement strategies.
- Integrate informatics in the application of the nursing process and in client-centered care.
- Validate nursing care decisions using critical thinking skills.
- Incorporate effective communication techniques in nursing practice.
- Interpret the impact of trends in health care on the practice of the associate degree nurse.

### **ASSOCIATE OF SCIENCE DEGREE IN NURSING CURRICULUM PLAN**

The Associate of Science Degree will be awarded to students who have successfully completed 71 credit hours of course work. This includes 34 semester hours of general education course work and 37 semester hours of nursing course work.

## CURRICULUM PLAN FOR FALL ADMISSION

### Fall Semester

<u>COURSE #</u>	<u>COURSE TITLE</u>	<u>CREDIT HOURS</u>
NSG 110**	Basic Nursing	5
BIO 190*	Principles of Microbiology	4
BIO210*	Human Anatomy & Physiology I	4
PSY 150*	Human Growth & Development	3
HSC101*	Medical Terminology	1
<b>TOTAL</b>		<b>17</b>

### Spring Semester

<u>COURSE #</u>	<u>COURSE TITLE</u>	<u>CREDIT HOURS</u>
NSG 120**	Acute Care Nursing	6
BIO 150*	Nutrition for Healthy Living	3
BIO 220*	Human Anatomy & Physiology II	4
PSY 101	General Psychology	3
<b>TOTAL</b>		<b>16</b>

### Summer Session

<u>COURSE #</u>	<u>COURSE TITLE</u>	<u>CREDIT HOURS</u>
NSG130**	Mental Health Nursing	5
ENG101	English Composition	3
<b>TOTAL</b>		<b>8</b>

### Fall Semester

<u>COURSE #</u>	<u>COURSE TITLE</u>	<u>CREDIT HOURS</u>
NSG210**	Family Health Nursing I	3
NSG 211**	Family Health Nursing II	6
SOC 101	Introduction to Sociology	3
HUM200	Leadership Development Studies	3
<b>TOTAL</b>		<b>15</b>

### Spring Semester

<u>COURSE #</u>	<u>COURSE TITLE</u>	<u>CREDIT HOURS</u>
NSG220**	Complex Nursing	9
NSG230**	Nursing Practicum	3
Elective		3
<b>TOTAL</b>		<b>15</b>

71 hours are required to earn an Associate of Science Degree in Nursing.



## CURRICULUM PLAN FOR SPRING ADMISSION

### Spring Semester

<u>COURSE #</u>	<u>COURSE TITLE</u>	<u>CREDIT HOURS</u>
NSG 110**	Basic Nursing	5
BIO 190*	Principles of Microbiology	4
BIO 210*	Human Anatomy & Physiology I	4
PSY 150*	Human Growth & Development	3
HSC101*	Medical Terminology	1
<b>TOTAL</b>		<b>17</b>

### Summer Session

<u>COURSE #</u>	<u>COURSE TITLE</u>	<u>CREDIT HOURS</u>
ELECTIVE		3
ENG 101	English Composition	3
<b>TOTAL</b>		<b>6</b>

### Fall Semester

<u>COURSE #</u>	<u>COURSE TITLE</u>	<u>CREDIT HOURS</u>
NSG 120**	Acute Care Nursing	6
BIO 150*	Nutrition for Healthy Living	3
BIO 220*	Human Anatomy & Physiology II	4
PSY 101	General Psychology	3
<b>TOTAL</b>		<b>16</b>

### Spring Semester

<u>COURSE #</u>	<u>COURSE TITLE</u>	<u>CREDIT HOURS</u>
NSG130**	Mental Health Nursing	5
NSG 210**	Family Health Nursing I	3
SOC 101	Introduction to Sociology	3
HUM200	Leadership Development Studies	3
<b>TOTAL</b>		<b>14</b>

### Summer Session

<u>COURSE #</u>	<u>COURSE TITLE</u>	<u>CREDIT HOURS</u>
NSG211**	Family Health Nursing II	6
<b>TOTAL</b>		<b>6</b>

### Fall Semester

<u>COURSE #</u>	<u>COURSE TITLE</u>	<u>CREDIT HOURS</u>
NSG220**	Complex Nursing	9
NSG 230**	Nursing Practicum	3
<b>TOTAL</b>		<b>12</b>

**71 hours are required to earn an Associate of Science Degree in Nursing.**

\*Program requirement

\*\* Major requirement

### **ACADEMIC PROGRESS FOR ADN STUDENTS**

- A student must earn at least a “ C” as a final grade in each program requirement course and in each nursing course in order to enroll in the subsequent nursing course.
- All students must have a minimum cumulative GPA of 2.00 at the end of NUR 120.
- A student may repeat a maximum of two (2) individual nursing courses per admission.

### **LICENSURE**

Upon graduation from the ADN program and verification by Cabarrus College of Health Sciences that education requirements are met, students are eligible to apply to take the National Council Licensure Examination - Registered Nurse (NCLEX-RN). Graduates passing the exam and meeting board requirements will receive the legal title of Registered Nurse (RN) from the North Carolina Board of Nursing (NCBON). Should graduates be unsuccessful on the exam, they may repeat the exam at subsequent intervals.

### **EXIT OPTIONS**

NURSE AIDE II - Upon completion of NSG 120, students are eligible to receive NA II certification from the North Carolina Board of Nursing, provided they are currently listed on the North Carolina Division of Facility Services Nurse Aide I registry and pass the competency test.

## **BACHELOR OF SCIENCE IN NURSING DEGREE**

The Bachelor of Science in Nursing Degree (BSN) completion program is designed for Registered Nurses (RNs) who are seeking to expand their skills in the ever-changing health care industry.

The BSN completion program prepares professional nurses to:

- Integrate nursing process into the delivery of health care for the promotion of wellness and the maintenance and restoration of health for culturally diverse individuals, families, groups and communities.
- Synthesize knowledge from the natural, behavioral, political and social sciences, the humanities, ethics, law and nursing sciences as a basis for professional nursing practice.
- Collaborate effectively with a multidisciplinary health team to meet the health needs of clients.
- Demonstrate a personal commitment to professional nursing practice and lifelong personal and professional development.

### **BSN COMPLETION PROGRAM CURRICULUM PLAN**

The Bachelor of Science in Nursing degree will be awarded to students who have successfully completed 120 credit hours of course work with a grade of C or better. This includes 27 credit hours of general education and program requirement courses, 32 credit hours of upper division major courses and 61 transfer credits from the student’s prior associate degree or Diploma in nursing.

## BSN Curriculum Plan

### General Education

Course #	Course Title	Credit Hours
CAS 190	Computer Technology Applications	3
BUS 310	Introduction to Financial Management	3
HUM	Humanities course in art, drama, or music	3
Elective I	200 level or above	3
Elective II	200 level or above	3

### Program Requirement

Course #	Course Title	Credit Hours
ENG 301	Professional Research & Reporting	3
MAT 310	Statistics	3
PHL 310	Ethics in Healthcare	3
SOC 313	Issues in Diversity	3

**Total General Education and Program Requirements Courses** 27

### Major Nursing Courses

Course #	Course Title	Credit Hours
NSG 300	Nursing in Society	3
NSG 301	Health Assessment for the Registered Nurse	4
NSG 303	Healthcare Administration and Leadership	3
NSG 305	Healthcare Policy and Economics	3
NSG 307	The Practice of Professional Nursing I	3
NSG 401	Community Health Nursing	3
NSG 403	Current Issues in Nursing	3
NSG 405	Pharmacology for the Registered Nurse	4
NSG 407	Nursing Knowledge & Research	3
NSG 410	The Practice of Professional Nursing II	3
	<b>TOTAL</b>	<b>32</b>

**120 hours are required to earn a bachelor of science in nursing degree**

### ACADEMIC PROGRESS FOR BSN STUDENTS

- A student must earn at least a “C” as a final grade in each course in the major in order to enroll in the subsequent course or to graduate.
- A student may repeat a maximum of two (2) individual courses in the major.
- Students must maintain a cumulative grade point average of “C” (2.0) or higher.
- Students must maintain a current, unrestricted RN license.
- Students must meet and maintain current health requirements as specified by the clinical agencies to participate in and/or continue clinical.
- BSN completion program students may earn a minor in health services management by

completing 12 semester hours of health services management major courses. HSM 300, HSM 320, HSM 330 and HSM 400 are the preferred courses to earn a HSM minor.

### **ELECTRONIC DELIVERY OF INSTRUCTION**

#### **PURPOSE**

To ensure that electronically delivered instruction is comparable in quality and content to the corresponding campus instruction.

#### **GUIDELINES**

Electronically delivered sections of courses submitted for curriculum approval should demonstrate:

College Responsibilities

- That electronically delivered course sections are identified within the standard CCHS course schedules and are not distinguishable from campus delivered course sections on student transcripts.
- That all components of the College course syllabus policy are utilized as the format for electronically delivered instruction.
- That the instruction will provide appropriate amounts and types of interaction between students and instructors with expected instructor response time within 48 hours.
- That electronically delivered course sections are evaluated similarly to campus delivered course sections.
- That appropriate methods will be used to assess students' achievement of the learning objectives and these methods will be communicated to the students on the first day of class.
- Testing in electronically delivered courses will require student attendance on the CCHS campus for test administration.
- That essential student services (office hours, financial aid counseling, student advising etc.) and course-related materials (books, journals, computer facilities, laboratories, and other resource material) are accessible either via electronic or campus facilities.

Students enrolled in electronically delivered courses must::

- Complete the CCHS orientation to technology.
- Meet established course timeframes to insure achieving credit for the course.
- Be informed of the following technology hardware/software and computer experience requirements prior to the beginning of the course:
  - Pentium III or equivalent processor
  - 256 Mb RAM or greater
  - 10 GB HDD or greater
  - CD/DVD ROM
  - Sound Card
  - 56k modem, 10-100 Ethernet, or wireless access to the internet
  - Private internet account (cable or DSL preferred)
  - Internet Explorer 6.0 or higher
  - Windows 2000, XP, or higher
  - Microsoft Office 2003 Professional recommended
  - Special software-Antivirus (Norton's), Spybot or Adware, Adobe Reader,

Winzip, and Media Player software e.g. Windows Media Player v.9 or higher, QuickTime, and Real Media Player.

## COURSE DESCRIPTIONS

### BUSINESS

**BUS 310 - Introduction to Accounting and Financial Management.** Examines the role of financial management within the healthcare organization, and introduces the principles of accounting and the fundamentals of economics. Cost analysis, budgeting, management of resources, and forecasting are discussed as well as the use of technology in financial management. 3 hours theory. Credit: 3 hours.

### ENGLISH/FOREIGN LANGUAGE/COMMUNICATION

**ENG 101 - English Composition I:** Fundamentals of English. Basics of composition and research with emphasis on writing as a process; readings in selected non-fictions; discussion and research in selected topics. 3 hours theory. Credit: 3 hours.

**ENG 102 - English Composition II:** Writing Augmentation. This course, the second in a series of two, introduces research techniques, documentation styles, and argumentative strategies. Emphasis is placed on analyzing data and incorporating research findings into documented argumentative essays and research projects. 3 hours theory. Credit: 3 hours.

**ENG 301 - Professional Research and Reporting.** This course provides the student with skills needed to identify credible primary research sources and communicate data. The research aspects include heavy immersion in primary and secondary research, such as library research, personal surveys, historical analysis, collections of bibliographies, as well as source credibility evaluation and APA formats. This course addresses proficiency in written and oral communication which are necessary requirements in professional fields such as science and healthcare. To be presented in the computer lab. 3 hours theory. Credit 3 hours.

**ENG 402 - Technical and Professional Communications.** This course focus is on preparing students to effectively present various types of information in both the written and oral modes as they might do in their disciplines. Students will be expected to become competent in writing and organizing a variety of communication tools including technical reports, proposals, and presentations. Use of electronic presentation resources will be featured. 3 hours

**ENG 440 - Research and Evaluation.** This course provides the student with skills needed to review, evaluate, and create sophisticated research products. Students will experiment with various types of sources, including original recorded and transcribed interviews, scientific journals, and online materials, to develop skills with both quantitative and qualitative research methods. This course is presented through traditional, online, and independent study classes. Formal, APA-style, finished documents that may be suitable for publication will be produced. PREREQUISITES: MAT 310 and ENG 402

**SPH 101 - Public Speaking.** Fundamental techniques and basic principles essential to effective public speaking. 3 hours theory. Credit: 3 hours.

**SPA 101 - Introductory Spanish.** A beginning level college course in speaking, understanding, reading and writing Spanish. Some focus on medical terminology and medical communication in Spanish is included. 3 hours theory. Credit: 3 hours.

**SPA 120 - Spanish for the Professions.** A beginning level college course that introduces the healthcare professional to the fundamentals of the Spanish language, written and oral through the use of specialized vocabulary in the context of health and social services professions. Student develops the ability to communicate at a functional level with Hispanic clients in the course of their daily work. 3 hours theory. Credit 3 hours.

## **INFORMATION TECHNOLOGY**

**CAS 190 - Computer Technology Applications.** An application focused course designed to introduce students to computer technology. This course is taught in three stand-alone modules. Topics include: hardware and software applications, utilization of the internet and microsoft office programs. This is a variable credit course. One-hour credit per module. Total course credit of 3 hours for completion of all 3 modules.

**CAS 290 - Advanced Desktop Publishing.** An application focused course designed to introduce students to advanced computer skills related to communications using desktop publishing. This course is taught in three stand alone modules. Topics include Microsoft Word, Microsoft PowerPoint presentations, and Microsoft Publisher. Pre-requisite: CAS 190 or CAS 190B, or permission of course coordinator. This is a variable credit course. One hour credit per module. Total credit of 3 hours for completion of all 3 modules.

**CAS 300 - Electronic Publishing.** Electronic Publishing is a computer applications course designed to introduce students to the history of the World Wide Web (WWW) as one of the major components of the Intranet. Students will gain an understanding of the evolution of electronic publishing as well as knowledge and skills on how to create HTML documents and publish electronically. Emphasis will be placed on writing style, design and layout of electronic documents. Prerequisites or co-requisites: Evidence of successful completion of an introductory level computer course or by permission of instructor. Credit: 3 hours.

**CAS 390- Advanced Data Applications.** An application focused course designed to introduce students to upper-level data manipulation. This course is taught in three stand-alone modules. Topics include advanced Microsoft techniques with emphasis on spreadsheet design. Microsoft Excel data analysis and Microsoft Access as a relational database. Pre-requisites: CAS 190, CAS 190C, or by permissions of instructor. This is a variable credit course. One-hour credit per module. Total course credit of 3 hours for completion of all three modules.

**HSC 101 - Medical Terminology.** This course allows students to become familiar with terminology used in the healthcare field. Students learn prefixes, suffixes, and root words that have application to the medical field. This course is designed as a self-paced course or a web enhanced course that requires 15 hours of study to complete. All testing is conducted on campus. 1 hour theory. Credit: 1 hour.

## **HEALTH**

**HEA 110 - Health and Wellness.** This course covers basic concepts of personal health including the health-illness continuum, major public health issues, and safety with an emphasis on personal responsibility for health and community resources available for the maintenance for health and wellness. Credit: 3 hour theory.

## **HEALTH SERVICES MANAGEMENT**

**HSM 300 - Introduction to Health Services Organizations.** This course is designed to develop the student's understanding of health care organizations and the delivery of health services in the United States. Explores historical background, functions, interrelationships and future role of segments of the health services industry. Prerequisite or corequisites: Admission to Health Services Management Program or permission of course faculty. 3 hours.

**HSM 302 - Methods for Health Services Research and Evaluation** - Provides an introduction to basic methods for undertaking research and program evaluation with health services organizations. It will include analysis of evaluation models, concept of a program, program measurement, causality in program evaluation, internal and external evaluation, process and outcome evaluation, and evaluation strategies. Prerequisites or corequisites: Math 310 and HSM 300 or instructor approval required. Credit: 3 hours

**HSM 303 - Health Services Supervision** - Addresses the problems of management of the small working unit within a larger health services organization. Focus will be on the functions and responsibilities associated with the direct management of people in service delivery settings. Motivation, discipline, performance appraisal, communications, monitoring, and other human resource function are targeted. Admission to HSM program or instructor approval required. Credit: 3 hours

**HSM 306 - Healthcare Economics** - An introduction to the economics of healthcare with an exploration of the supply and demand for services in a politically driven market. Addresses the impact of healthcare economics on the delivery of healthcare to clients. HSM 300 or instructor approval required Credit: 3 hours.

**HSM 307 - Internship** - A practicum that provides the student with the opportunity to apply first level management/leadership concepts including group dynamics and communication. The student will also observe the organizational structure, philosophy, personnel interrelationships, and current challenges of the organization under the direction of a preceptor and faculty member. HSM 300 & 303 or instructor approval required. . 9 hours practicum -3 hours

**HSM 320 - Health Care Informatics** - An introduction to informatics in health care. Informatics deals with data, information, and knowledge in health care which are multidisciplinary and complex. Computerized information systems allow the management of health care information in new ways

and permit integration and structuring of knowledge. The ability to both access and assess software, hardware, data storage tools, and information sources is crucial for health care providers as well as the legal and ethical issues in digital knowledge access. HSM 300 or instructor approval required. 3 hours

**HSM 330 - Human Resource Management-** Examines the organizational structure with emphasis on manpower management involved in recruitment, selection, training, personnel assessment, wage and salary administration. Prerequisite or corequisite: HSM 300 or instructor approval required. 3 hours.

**HSM 340 - Healthcare Marketing & Public Relations-** A study of theories, principles, and concepts of healthcare marketing management and public relations with an emphasis on the marketing mix of product, price, place, and promotion. Prerequisite or corequisite: HSM 300 or instructor approval required. 3 hours.

**HSM 341 - Issues in Performance Improvement -** Understanding the concepts and tools of performance improvement is critical to managerial success. This course will address the concepts of PI and the essential tools of measurement. HSM 300 or instructor approval required. 3 hours

**HSM 400 - Organizational Dynamics and Communications -** An in depth study of various types of health service organizational structures, both formal and informal, with special emphasis on the behavior or people within those structures. The effect of organizational structure on communication among participants and the impact on organizational functioning will be a major facet of the course. HSM 300 or instructor approval required. 3 hours

**HSM 402 - Healthcare Policy and Planning -** Emphasizes the relationship between the politics of healthcare and the health policymaking process. The roles of government, bureaucratic agencies, organizations, consumers and health care providers in the shaping, development, and implementation of health policy are addressed. HSM 300 or instructor approval required. Credit: 3 hours

**HSM 403 - Current Issues in Health Services Management -** Exploration of trends and issues related to contemporary healthcare practice/administration. Issues and solutions are addressed by applying professional standards that incorporate ethical and legal principles, cultural and social concepts and an understanding of the health policymaking process. HSM 300 or instructor approval required. Credit: 3 hours.

**HSM 406 - Long-Term Care Management -** A comprehensive overview of long-term care as it exists today, the changes taking place in the continuum now and in the future, and the skills necessary to effectively manage a long-term care facility. Analyzes the role of long-term care facilities, nursing homes, home health organizations, and various organizations that deal with chronic healthcare concerns. HSM 300 or instructor approval required. Credit: 3 hours.

**HSM 411 - Legal and Ethical Issues -** An exploration of the relationship between the law and ethics as it impacts the practice of health professionals and the management of health services. It introduces the basic concepts of judicial structure and the tenants of legal function as they impact



health care. HSM 300 or instructor approval required. 3 hours

**HSM 440 - Management of Medical Group Practice** - Medical groups have distinctive organizational characteristics and structures that require a unique application of management. Financial arrangement, legal constraints, referral practices, employee relationships and other issues are subjects for this course. HSM 300 or instructor approval required. 3 hours

**HSM 450- Management Problems in the Health Services Industry**

This is an independent study course requiring the student to work independently researching and writing with minimal interaction with the instructor. The course is designed to develop the student's research and writing skills related to health services problems and resolutions. The student will use Health Service Management theories, concepts, and practices to research and write a report presenting a potential resolution for the identified management problem. Pre or Co Requisites: HSM 300, ENG 402 or permission of course faculty

**HSM 460 - Capstone Project** - This project represents the compilation of all the student's skills. It is a major paper on a subject of interest to the student. It will be guided by a panel of faculty and community members and include a formal presentation of its finding. HSM 300 & 403 or instructor approval required. 3 hours

**HUMANITIES/FINE ARTS/MATH**

**HUM 130 - Drama.** Introduces the art of the actor, including pantomime and improvisations, vocal and physical techniques for self-expression and performance situations. 3 hours theory. Credit: 3 hours.

**HUM 200 - Leadership Development Studies.** This course explores basic principles of leadership through the integration of selections from The Great Books, classic films as well as excerpts from more contemporary writings, speeches, biographies and movies. Topics include conflict resolution, accountability, ethics, decision making, goal setting, time management, team building, delegating and empowerment, articulating a vision, volunteerism as a leadership role, initiating change and concepts of research consumerism. Pre or corequisites: PSY 101 and ENG 101. Associate Degree seeking students must have completed the first year of class prior to enrollment or obtain special permission from the course coordinator. 3 hours theory. Credit: 3 hours.

**HUM 220 - Music.** A survey of music of non-music majors. Includes a study of music elements, the development of music from the middle ages to present day and the analysis of music literature. 3 hours theory. Credit: 3 hours.

**HUM 310 - Art.** An introductory course to major artists and artistic styles in the history of art. Emphasis on art appreciation. 3 hours theory. Credit: 3 hours.

**MAT 161 - College Algebra.** The course provides an integrated technological approach to algebraic topics used in problem solving. Emphasis is placed on equations and inequalities; polynomial, rational,

exponential and logarithmic functions; and graphing and data analysis/modeling. 3 hours theory. Credit: 3 hours

**MAT 310 - Statistics.** An introductory course in statistics. Content covered includes averages, measures of data spread, correlations, rules of probability, discrete probability distributions, continuous probability distributions, confidence intervals, and applications. 3 hours theory. Credit: 3 hours.

## **MEDICAL ASSISTANT**

**MED 101 - Medical Assisting I.** Upon completion of this course, student should be able to demonstrate skills in effective verbal and written communication and telephone technique, reception of patients, arranging appointments, maintaining the medical record, computer data base entry, handling mail, making travel arrangements, and describing the laws that govern the practice of medicine. Pre or corequisites: HSC 190, HSC 101. 4 hours theory, 6 hours lab. Credit: 6 hours.

**MED 102 - Anatomy and Physiology for Medical Assisting.** Upon the completion of this course, medical assisting students should understand the basic concepts of biological organization, cell morphology and physiology, body organization and planes. The course encompasses all the body systems. The student should also understand the mechanism of disease and be able to discuss the common diseases associated with each body system and be able to assess signs and symptoms of those diseases. Pre or corequisites: HSC 101. 3 hours theory. Credit: 3 hours. Permission of Program Coordinator required to register for this course.

**MED 110 - Medical Assisting II.** Upon completion of this course, students should be able to identify and explain medical aseptic practices, prepare sterile supplies and equipment needed to assist in surgical procedures using aseptic technique, take vital signs, prepare and administer medications safely and accurately, assist the physician in the physical examination, cite laboratory rules of safety, demonstrate basic knowledge of the simple laboratory tests done in the physician's office by performing the tests with accuracy, speed, personal integrity and complete honesty, perform phlebotomy procedures and demonstrate recording of electrocardiograms. Prerequisite: MED 101, MED 102. 6 hours theory, 12 hours lab. Credit: 10 hours.

**MED 111 - Business Applications.** This course is designed to offer the medical assisting student an opportunity to learn the basic skills needed to manage a clinic office. The following topics are covered at an entry level competency; using and maintaining office equipment, managing office supplies, processing insurance claims, bookkeeping and banking, billing and collections, and accounts payable, payroll and contracts. Prerequisite: MED 101 and 102. 3 hours theory, 3 hours lab. Credit: 4 hours. Permission of Program Coordinator required to register for this course.

**MED 120 - Medical Assisting Externship and Medical Transcription.** This course is an externship in Medical Assisting. Each student is assigned to a physician's office or clinic. Students also complete an introductory course in medical transcription. Upon completion of this course, students should be able to perform the duties of the Medical Assistant as they apply to the assigned office. Prerequisites: All courses in the Medical Assistant Diploma program. 2 hours theory, 13 hours lab. Credit: 6 hours.

**MED 230 - Medical Assistant Practicum.** This course is designed to give students an opportunity to complete an internship in a specialty area of practice. Primarily a clinical course with weekly seminars. Pre or Corequisite: All other courses in the associate degree in the Medical Assistant program. 9 hours clinical lab. Credit: 3 hours.

## **MEDICAL IMAGING**

### **CAT 301 - Introduction to CT and CT Physics**

Provides the Radiologic technologist a general overview of the computed tomography environment (instrumentation and physics). Focus will be placed on system operations and components, image processing and display, image quality, and artifacts in computed tomography. Specific emphasis will be on terminology, data acquisition components, tissue attenuation conversions, image manipulation, and factors controlling image resolution. Credit: 3 Hours

### **CAT 303 - CT Procedures and Protocols**

This course will take the student's knowledge of CT technology and relate with day-to-day tasks encountered in the CT department. Image production will be discussed in detail, with emphasis on image manipulation for various protocols. Quality management, radiation protection, pharmacology, patient care, and procedure protocols will be discussed to provide the student with a firm knowledge base of all aspects of the CT environment. Credit: 3 hours.

### **CAT 304 - Computed Tomography Clinical Applications**

This course provides the opportunity to apply knowledge gained from classroom instruction to the computed tomography clinical setting. Emphasis is placed on patient care and positioning, scanning procedures, and image production in computed tomography. Upon completion, students should be able to assume a variety of duties and responsibilities within the computed tomography clinical environment and will meet the necessary requirements to apply to take the ARRT Computed Tomography registry examination. Credit: 6 hours.

### **MRI 301 - Introduction to MR and MR Physics**

This course provides the Medical Imaging Technologist with a general overview of Magnetic Resonance Imaging (MR) instrumentation and physics. Focus will be placed on system operations and components, image processing and display, image quality, and artifacts in MR. Specific emphasis will be placed on terminology, data acquisition components, tissue attenuation conversions, image manipulation, and factors controlling image resolution. Credit: 3 Hours

### **MRI 303 - MRI Procedures and Protocols**

This course will take the Medical Imaging student's knowledge of MR technology and relate it with day-to-day tasks encountered in the MR Department. Image production will be discussed in detail with emphasis on image manipulation for various protocols. Quality management, magnetic safety, pharmacology, patient care, and procedural protocols will be discussed to provide the student with a firm knowledge base of all aspects of the MR environment. Credit: 3 Hours

### **MRI 304 - Magnetic Resonance Imaging Clinical Applications**

This course provides the opportunity to apply knowledge gained from classroom instruction to the magnetic resonance imaging clinical setting. Emphasis is placed on patient care and positioning, scanning procedures, and image production in magnetic resonance. Upon completion, students should be able to assume a variety of duties and responsibilities within the MR clinical environment and will meet the necessary requirements to apply to take the ARRT Magnetic Resonance Registry Exam. Credit: 6 Hours

### **MIS 400 - Medical Imaging Special Procedures and Quality Control**

This course will focus on special procedure imaging to familiarize the Medical Imaging Manager with all aspects of the department, including quality assurance and quality control. Areas studied include, but are not limited to, interventional radiology, surgery, and departmental specialty areas, which will be looked at from scheduling, maintenance, and manpower issues along with technological advances in the field. Admission to the program, or permission of faculty. 3 credit hours.

### **MIS 450 - Imaging Management Internship**

This course is designed as a practicum that provides the student with the opportunity to apply first level management/leadership skills including group dynamics and communication. The student will also observe the organizational structure, philosophy, personnel interrelationships, and current challenges of the organization under the direction of a preceptor. HSM 300 & 303. 3 credit hours. 9 hours practicum

## **NATURAL/PHYSICAL SCIENCES**

**BIO 101 - General Biology I.** As study of the fundamental principles and concepts of biology, topics will include: a study of history, philosophy, and methodology of science. This includes a view of basic biological chemistry, metabolism, energy, enzymes, photosynthesis, and cellular respiration. The course also includes the study of genetic basis of life, Mendelian and chromosomal patterns of inheritance, DNA structure and function, biotechnology, genomics, and other related topics. Upon completion the student should be able to demonstrate understanding of life at the molecular and cellular level. Lab reinforces and demonstrates theory content. 3 hours theory, 3 hours lab. Credit 4 hours.

**BIO 102 - General Biology II.** A continuation of BIO 101. Topics include: biodiversity of organisms, taxonomy, biology of prokaryotes, biology of plants, animals, and ecology. The course also includes a general overview of human body, structure, function, and other related topics. Upon completion the student should be able to demonstrate understanding of life at the organismal and ecological level. Lab reinforces and demonstrates theory content. 3 hours theory, 3 hours lab. Credit 4 hours.

**BIO 150 - Nutrition for Healthy Living.** This course is designed to provide students with an understanding of the fundamentals of nutrition and how these fundamentals relate to the promotion and maintenance of human health. An understanding of the essential nutrients, their functions, roles in the body, food sources, and cultural aspects provide the basis for an understanding of the role of nutrition throughout the life cycle. 3 hours theory. Credit: 3 hours.

**BIO 190 - Principles of Microbiology.** Introduction to basic concepts of structure, classification of growth patterns and control of micro-organisms; fundamentals of infection, disease, host immune responses and clinical application of principles. Laboratory emphasizes microbiological techniques. 3 hours theory, 3 hours lab. Credit: 4 hours.

**BIO 210 - Human Anatomy and Physiology I.** A study of the structure and function of human organ systems including basic inorganic and organic chemistry, the cell and histology, cellular energetics, body organization, skeletal system, integumentary system, muscular system, nervous system and general homeostasis. Laboratory involves dissection and physiological measurements. 3 hours theory, 3 hours lab. Credit: 4 hours.

**BIO 220 - Human Anatomy and Physiology II.** A continuation of Biology 210 including the cardiovascular system, immune system, respiratory system, urinary system, digestive system, endocrine system, reproductive system, embryology and genetics. Laboratory involves dissection and physiological measurements. Prerequisite: Biology 210. 3 hours theory, 3 hours lab. Credit: 4 hours.

### **BIO 310-Cross Sectional Anatomy and Pathophysiology**

This course will provide the Medical Imaging Technologist with the knowledge to identify anatomy in a cross sectional image. The student will be able to relate these views to both normal and abnormal structure, function, and processes demonstrated. Comparison will be made to common planar anatomy to aid in demonstration. Pathology will be intertwined into the course of study. Credit: 4 Hours

**CHM 090 - Foundations In Chemistry.** Topics presented during the Foundations In Chemistry course include the basic principles of the structure, properties, and transformations of matter. Based on the understanding that these fundamentals are crucial to the properties and processes in biology, the environment, and materials, Foundations In Chemistry provides a broad background knowledge of chemical and physical concepts. The student will learn new terminology, chemical concepts, and problem solving. This course is a web enhanced course and is intended to fulfill a pre-requisite for the admission to programs at CCHS. Any other transferability of these semester hours is neither written nor implied. This course does not carry any college course credit. 45 contact hours. Credit:

0 hours.

**CHM 101-General Chemistry I.** Study of 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. Lab reinforces and demonstrates theory content. Prerequisite: High school chemistry or CHM 090. 3 hours theory, 3 hours lab. Credit: 4 hours.

**CHM 102 - General Chemistry II.** A continuation of the study of the fundamental principles and laws of chemistry. Topics include kinetics, equilibrium, ionic and redox equations, acid-base theory, electrochemistry, thermodynamics, introduction to nuclear and organic chemistry, and complex ions. Lab reinforces and demonstrates theory content. Prerequisite: CHM 101. 3 hours theory, 3 hours lab. Credit: 4 hours.

## **NURSING**

**NSG 110 - Fundamentals of Nursing.** This course introduces concepts essential to the practice of nursing. The roles of the multidisciplinary team are introduced as well as basic legal and ethical principles. The course explores delivery of wholistic nursing care; the nursing process; health and wellness; communication; evidence-based practice; client education; physical assessment; and medication administration. The clinical experience is designed to allow the student to practice these concepts as they begin to learn the role of the entry level staff nurse.

Prerequisite: Current listing on the North Carolina Division of Facility Services NAI Registry; Pre-or Co-requisites: BIO190, BIO210, PSY150, HSC101. 3 hours theory, 6 hours lab. Credit: 5

**NSG 120 - Acute Care Nursing.** Acute Care Nursing is designed to guide students in strengthening their ability to apply the nursing process to clients with basic acute care conditions. The course introduces the student to assessment techniques for each of the five variables that compose the client system. Students will utilize concepts of critical thinking, health promotion, teaching-learning principles, evidence-based practice and communication as they begin to practice client-centered care within the parameters of individual knowledge and experience. Prerequisite: NSG 110. Pre-or co requisite: BIO 150 and BIO 220 and PSY 101. 3 hours theory, 9 hours lab. Credit: 6 hours.

**NSG 130 - Mental Health Nursing.** This course fosters the development of nursing knowledge related to mental health concepts. Students apply the nursing process to care for those with needs for primary, secondary, and tertiary prevention in order to promote health for stability of the client system. The course emphasizes utilization of therapeutic communication and critical thinking to assist clients with mental health needs. Students demonstrate incorporation of current evidence-based practice, communication skills, and informatics as part of the mental healthcare team. Prerequisite: NSG 120. 3 hours theory, 6 hours lab. Credit: 5 hours.

**NSG 150 - Pharmacology and the nursing process.** Designed to strengthen the student's confidence related to the specifics of pharmacology based on drug classifications. The student will apply the steps of the nursing process to the discussions regarding care of the client receiving pharmacotherapy. Discussions will include the specific assessment and evaluation data needed for different drug classifications. The impact of physiological, psychological, sociocultural,

developmental, and spiritual variables on decision-making related to pharmacotherapies will be explored. Students will also discuss current issues and trends related to pharmacology. Prerequisites: NSG 110 or permission of instructor. Credit: 2 hours

**NSG 210 - Family Health Nursing I.** This course introduces the student to the childbearing client and how the interacting variables affect the family system. This course includes wholistic nursing care of the diverse childbearing family in a variety of settings. Incorporation of evidence-based practice and the use of informatics are demonstrated through classroom and clinical experiences. Prerequisite: NSG 130. Pre or corequisite: SOC 101, ENG 101, NSG 211. 2 hours theory, 3 hours lab. Credit: 3 hours.

**NSG 211 - Family Health Nursing II.** This nursing course is constructed to continue the exploration of family centered concepts. Components include wholistic nursing care of pediatric, adult and aging populations with a focus on health promotion for the family and the individual members. Incorporation of evidence-based practice and the use of informatics are demonstrated through classroom and clinical experiences. Prerequisite: NSG 130. Pre or co requisite: SOC 101, ENG 101, NSG 210. 3 hours theory, 9 hours lab. Credit: 6 hours.

**NSG 220 - Complex Nursing.** This course focuses on nursing care of the adult client experiencing complex, acute and chronic health alterations. Emphasis is on wholistic health care and application of the nursing process to clients needing primary prevention and those whose normal lines of defense have been invaded to the extent secondary and tertiary prevention are necessary. Concepts include; responses to alterations in neurologic and sensorineural function, gas exchange and respiratory function, cardiovascular, circulatory, and hematologic function, endocrine, and renal function. Various methods are used in the clinical setting to guide the student to use critical thinking, assessment, and decision-making skills in preparation for the professional role of the Associate Degree Nurse. Prerequisite: NSG 211. 5 hours theory, 14 hours lab. Credit: 9 hours

**NSG 230 - Nursing Practicum.** This course is designed to facilitate the transition from student to beginning practitioner in the discipline of nursing. This transition will be facilitated through the discussion and clinical application of evidenced-based practice, quality improvement strategies, informatics and concepts of culturally sensitive client care management in the health care system. The student is assigned a clinical nurse preceptor with whom they will practice the role of a beginning staff nurse as a multidisciplinary team member in today's healthcare environment. Prerequisite: HUM 200. Pre or co requisites: NSG 220. 1 hour theory, 6 hours lab. Credit: 3 hours

**NSG 300 - Nursing in Society.** Examines the evolution of professional nursing, the health care system and health care trends influencing nursing practice. Explores functions, interdisciplinary relationships and the future role of professional nursing. Prerequisites or corequisites: Admission to program. 3 hours theory. Credit: 3 hours.

**NSG 301 - Health Assessment for the Registered Nurse.** Holistic health assessment of culturally diverse clients across the lifespan. Includes comprehensive health assessment and communication of health assessment findings. Prerequisites/corequisites: NSG 300, and an unrestricted, active license to practice as an RN. 3 hours theory and 3 hours lab. Credit: 4 hours.

**NSG 303 - Healthcare Administration and Leadership.** Focuses upon the concepts of nursing leadership essential to interacting effectively with individuals, groups and organizations. Includes principles of group dynamics, organizational behavior, and concepts of conflict management and change theory. Prerequisite/Co-requisite: NSG 300 & NSG 307 (must be taken concurrent with NSG 307) 3 hours theory. Credit: 3 hours.

**NSG 305 - Healthcare Policy & Economics.** This course emphasizes the relationship between the politics of healthcare and the impact of economics on healthcare. Explores the roles of government, bureaucratic agencies, organizations, consumers and health care providers in the shaping, development and implementation of health policy. Prerequisite/Co-requisite: NSG 300 Credit: 3 hours.

**NSG 307 - The Practice of Professional Nursing I.** Practicum that provides the student the opportunity to gain additional theoretical knowledge and to apply leadership concepts and theories from NSG 303. Learning experiences are individualized and guided by selected preceptor and course faculty. Prerequisites/Corequisites: NSG 300, NSG 303 and an unrestricted, active license to practice as an RN (must be taken concurrent with NSG 303) . 9 hours practicum. Credit: 3 hours.

**NSG 401 - Community Health Nursing.** Nursing management of culturally diverse individuals, families, and aggregates within communities. Emphasis on health promotion, risk reduction, population-based care and epidemiology. Prerequisites: NSG 300. Corequisite: NSG 410. (must be taken concurrent with NSG 410) Credit: 3 hours.

**NSG 403 - Current Issues in Nursing.** Exploration of trends and issues related to contemporary nursing practice. Issues and solutions are addressed by applying professional nursing that incorporate ethical and legal principles, cultural and social concepts, and an understanding of the health policymaking process. Prerequisite: NSG 300. 3 hours theory. Credit: 3 hours.

**NSG 405 - Pharmacology for the Registered Nurse.** This comprehensive course emphasizes the relationship between pharmacological science and the physiological processes in the human body. Classifications of utilized drugs for various disease states are explored. Prerequisite: NSG 300. Credit: 4 hours.

**NSG 407 - Nursing Knowledge and Research.** Students are introduced to the research process and strategies that promote the application of research findings. Students are guided to be consumers of research and to identify research problems in professional nursing practice. Prerequisite: NSG 300. Co-requisite: MAT 310. 3 hours theory. Credit 3 hours.

**NSG 410 - The Practice of Professional Nursing II.** Practicum that provides the student the opportunity to gain additional theoretical knowledge and to apply community health nursing concepts and principles from NSG 401. Learning experiences are individualized and guided by selected preceptor and course faculty. Prerequisite: NSG 300. Co-requisite: NSG 401 and an unrestricted, active license to practice as an RN. 9 hours practicum. (must be taken concurrent with NSG 401).



Credit: 3 hours.

## **OCCUPATIONAL THERAPY ASSISTANT**

**OTA 101 - Introduction to Occupational Therapy.** This introductory course presents a comprehensive overview of the occupational therapy profession and various settings, medical conditions and populations with which COTA's work. Topics discussed include the history, philosophy and concepts of OT; role delineation of the OTR/COTA; professional organizations and interactions with other healthcare disciplines along with ethical considerations. Students will learn documentation for multiple pay sources with an emphasis on quality assurance. Level I fieldwork experience provides a total of 30 hours in a general disability, pediatric, psychosocial or geriatric setting. Pre or corequisites: OTA 102, BIO 210, ENG 101, HSC 190 and HSC 101. 2 hours theory, 3 hours lab. Credit: 3 hours.

**OTA 102 - Activity Analysis/Application Through Therapeutic Media.** This course provides the student with basic skills in a variety of crafts with opportunities to develop activity analysis, adaptations and gradation skills for a variety of disabilities. Students will also learn various evaluative methods and models, including the Allen Cognitive Levels, in which crafts are used for assessment and observation as well as treatment planning. Students are introduced to Uniform Terminology for Occupational Therapy. Pre or corequisites: OTA 101, BIO 210. 2 hours theory, 3 hours lab. Credit 3 hours.

**OTA 112 - Fundamentals of Occupations/Activity (ADLs, Work, Play/Leisure).** In this course, students gain an understanding of the theoretical basis of occupational therapy and analysis of "occupations". Current frames of reference and models of practice are explored with emphasis placed on therapeutic application in treatment methods in the areas of ADLs, work and play/leisure. Students will have practical application in class/lab and will learn and demonstrate application of therapeutic techniques. Students fabricate static splints and demonstrate a piece of adaptive/assistive equipment. Properties of thermoplastic material versus the use of commercial prefabricated material will be explored. Prerequisites or corequisites: OTA 101, OTA 102, OTA 114, BIO 220, 2 hours theory, 3 hours lab. Credit: 3 hours.

**OTA 114 - Physical Dysfunction.** This course is designed to prepare the student for the following semester's Level II fieldwork experience in a physical dysfunction setting. Focus is on major diagnostic categories seen in physical disability practice. Theoretical models, assessment and treatment techniques, treatment interventions and documentation relative to neurological, biomedical, developmental and rehabilitative approaches in OT practice will be explored. Level I fieldwork experience provides a total of 30 hours in a specialty, pediatric, psychosocial or geriatric setting. Prerequisites: OTA 101 & 102. Pre or corequisites: OTA 112, BIO 220. 6 hours theory, 3 hours lab. Credit: 7 hours.

**OTA 116 - Kinesiology** This course is designed to explore planes, axes, movement of the body, analysis of functional tasks, classification of joints and gross muscle function. Upper and lower extremities are covered. A strong emphasis on the upper body covering original insertions, action, test positions for manual muscle testing, innervations at well as proprioceptive and kinesthetic systems for static and dynamic functional balance. Prerequisites: OTA 112 and OTA 114. Pre or corequisites:

PSY 101, BIO 210 3 hours theory. Credit: 3 hours.

**OTA 201 - Therapeutic Group Applications.** The student will acquire the theoretical framework and clinical reasoning skills required for planning, implementing and facilitating groups appropriate for age, diagnosis and setting for psychosocial, behavioral and physical disability based populations. Resume writing, interview skills and current state licensure requirements are also emphasized. Prerequisites: OTA 116. Pre or corequisites: OTA 202, OTA 203, OTA 204. 2 hours theory, 1 hours lab. Credit: 3 hours.

**OTA 202 - Psychosocial Dysfunction.** Theoretical principles used in psychiatric practice, DSM IV diagnostic classification system, current psychosocial treatment methods, appropriate patient treatment interventions and documentation are emphasized in this course. A Level I fieldwork experience provides a total of 30 hours in a specialty, pediatric, geriatric, psychosocial or physical disability setting. Prerequisites: OTA 118. Pre or corequisites: OTA 201, OTA 203 & OTA 204. 2 hours theory, 3 hours lab. Credit: 3 hours.

**OTA 203- Assessment/Treatment Planning.** In this course, the student learns to perform various standardized assessment/tests, which are allowed under the supervision of an OTR, as well as assessment and intervention skills related to sensory, movement, perceptual/cognitive, and ADL/IADL skills. Students will also relate patient performance to therapeutic treatment goals for necessary changes or updates to the treatment plan. Students will gain a knowledge of professional ethics, behavior and OTR/COTA role delineation. Prerequisites or corequisites: OTA 201, OTA 202, and OTA 204. 1 hour theory, 3 hours lab. Credit: 2 hours.

**OTA 206 - Level II Fieldwork #1.** This is a full-time, eight-week Level II clinical experience. The students are supervised by an OTR or COTA. Students will be required to complete 40 hours weekly for the 8 week session to fulfill objectives of Level II fieldwork. Prerequisites: Completion of all required OTA major courses, Level I fieldwork, general education courses and electives. Current health records completed as requested by the college and facility of placement. Credit: 6 hours.

**OTA 208 - Level II Fieldwork #2.** This is a full-time, eight-week Level II clinical experience. The students are supervised by an OTR/COTA. Students will be required to complete 40 hours weekly for the 8 week session to fulfill objectives of Level II fieldwork. Prerequisites: Completion of all required OTA major courses, Level I fieldwork, general education courses and electives. Current health records completed as requested by the college and facility of placement. Corequisites: OTA 206. Credit: 6 hours.

## **SOCIAL/BEHAVIORAL SCIENCES**

**PHL 310 - Ethics in Healthcare.** An introduction to the principles of ethics and ethical decision making in healthcare. Credit: 3 hours

**PSY 101 - General Psychology.** An introduction to the scientific study of the behavior of humans and other animals. The student will learn, understand and apply basic principles to experience personal growth. This is accomplished through a self-modification project. Emphasis is also placed on increasing the understanding of the science of human behavior, learning theory, personality development, abnormal behavior, and social behavior. 3 hours theory. Credit: 3 hours.

**PSY 150 - Human Growth and Development – Prenatal Through Aging.** Principles of growth and development, prenatal development, birth process, infancy through aging process. Emphasis on intellectual, physical, social and religious dimensions; transitional life tasks; and faulty biologic, psychological and sociological development. 3 hours theory. Credit: 3 hours.

**PSY 210 - Abnormal Psychology.** A comprehensive study of the major conceptualizations in psychopathology. This includes an examination of the theories of psychopathology, classification and interdisciplinary assessment techniques and various treatment approaches. The course also looks at the social, legal and ethical issues of abnormal behavior. Prerequisite: PSY 101. 3 hours theory. Credit: 3 hours.

**SOC 101 - Introduction to Sociology.** Presents the nature, concepts and principles of sociology including culture, socialization, social institutions, and topics such as the class system, race and ethnicity, gender, education and religion, and social change. 3 hours theory. Credit: 3 hours.

**SOC 203 - Marriage and Family.** This course examines the social institutions of marriage and family. Topics will include aspects of the family from mate selection, marriage, parenthood, family conflict and change, diverse lifestyles, divorce and remarriage. 3 hours theory. Credit 3 hours.

**SOC 313 - Issues in Diversity.** A comparison of diverse roles, interests, opportunities, contributions, and experiences in social life. Topics include race, ethnicity, gender, sexual orientation, class, and religion. Upon completion, students will be able to analyze how cultural and ethnic differences evolve and how they affect personality development, values, and tolerance. 3 hours theory. Credit: 3 hours.

## **SURGICAL TECHNOLOGY**

**SRG 101 - Introduction to Surgery.** This course is designed to offer students an opportunity to develop an understanding of the principles of operating room techniques and acquire fundamental skills essential in the operating room. This includes orientation to the surgical environment, legal/ethical issues and basic duties of the surgical technologist. There is also the study of suture, needles, aseptic technique, wound healing, preparation of supplies, sterilization, gowning and gloving and instrumentation in the operating room. Basic principles of electricity and physics are included. Pre or corequisites: SRG 102, BIO 190, ENG 101, HSC 101. 4 hours theory, 9 hours lab Credit: 6 hours.

**SRG 102 - Anatomy and Physiology.** Upon completion of this course, diploma students of the Surgical Technology program should understand the basic concepts of biological organization, cell morphology and physiology, body organization and planes. This course encompasses all the body systems. This course does not meet the Anatomy and Physiology requirements for the associate degree program. Pre or corequisites: SRG 101. 3 hours theory. Credit: 3 hours.

**SRG 110 - Surgical Procedures and Clinical I.** This course is a continuation of the study of the care of the surgical patient. General and specific operative procedures include areas from abdominal to gynecological and thoracic surgeries. Also included is anesthesia, care of specimens and emergency procedures. This course provides operating room experiences in the affiliating medical center under the supervision of the instructor and operating room nurse educator. Prerequisites: SRG 101, 4 hours theory, 15 hours lab. Credit: 9 hours.

**SRG 120 - Surgical Procedures and Clinical II.** This course offers students an opportunity to study specific operative procedures in areas including: pediatric, neurological, orthopedic, cardiac and plastic surgeries. Areas such as ear, nose and throat, labor and delivery, burns, radiation therapy robotics and diagnostic procedures during surgery are covered as well as the care of the surgical patient in the recovery room. This course provides operating room experience in the affiliating medical center under the supervision of the instructor and operating room nurse educator in both the main operating room and ambulatory surgery center. Prerequisite: SRG 110. 3 hours theory, 9 hours lab. Credit: 6 hours.

**SRG 230 - Surgical Internship.** This course is designed to give the associate degree level surgical technologist an opportunity to complete an internship in a specialty area of surgical practice. This is primarily a clinical course with classroom seminars. Pre or corequisite: All other courses in the associate degree in surgical technology program. 1 hour theory, 6 hours lab. Credit: 3 hours

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# INDEX

## A

Academic Advisement . . . . .	40
Academic Calendar . . . . .	9
Academic Evaluation . . . . .	45
Academic Honors . . . . .	44
Academic Information and Policies . . . . .	43
Academic Load . . . . .	46
Academic Probation . . . . .	45
Academic Progress for ADN Students . . . . .	74
Academic Progress for Allied Health Students . . . . .	59
Academic Progress for BSN students . . . . .	75
Academic Progress for HSM students . . . . .	66
Academic Progress, General College Regulations . . . . .	46
Academic Residency . . . . .	46
Access to and Disclosure of Student Records . . . . .	50
Accreditation and Approval . . . . .	6
Administration . . . . .	93
Admission (General Requirements & Process) . . . . .	10
Admission Requirements (by Program) . . . . .	11
Advanced Placement . . . . .	20
Advanced Placement for Licensed Practical Nurses (LPNs) . . . . .	20
Agency Affiliation . . . . .	46
Allied Health Programs . . . . .	58-65
Associate Degree Nursing . . . . .	12,20, 70-74
ADN Curriculum Plan . . . . .	72-73
Appeals Policy . . . . .	48
Associate in Science Degree Program . . . . .	11, 56-58
Association of Nursing Students (CCANS) . . . . .	33
Attendance . . . . .	46
Auditing Courses . . . . .	46
Awards . . . . .	53

## B

Baccalaureate Student Organization . . . . .	33
Bachelor of Health Services Management . . . . .	14, 65-66
Bachelor of Science in Nursing . . . . .	13, 74-75

Behavior (Professional/Personal) . . . . .	36
Bookstore Refund Policy . . . . .	24
BSHSM Curriculum Plan . . . . .	66-67
BSN Curriculum Plan . . . . .	74-75
Business . . . . .	77

**C**

Career Services . . . . .	32
Campus Communication . . . . .	42
Campus Dress . . . . .	39
Cars on Campus . . . . .	42
Change of Major . . . . .	15
Change of Name, Address, and/or Telephone Number . . . . .	50
Christian Student Union (CSU) . . . . .	34
Clinical Affiliations . . . . .	8
Clinical/Fieldwork Laboratory Experiences . . . . .	46
Concurrent Enrollment Program (For High School Students) . . . . .	15
Conduct (Student) . . . . .	36
Confidentiality Statement . . . . .	38
Continuing Education (see Education Enhancement Center)	
Course Descriptions . . . . .	77-92
Credit by Examination . . . . .	21
Curriculum Leave of Absence . . . . .	47

**D**

Directory . . . . .	96
Disability Services . . . . .	32
Documentation of Resources (Plagiarism) . . . . .	48
Dropping or Adding a Course . . . . .	48

**E**

Education Enhancement Center . . . . .	22
Elective Courses . . . . .	48
Electronic Delivery of Instruction . . . . .	76
English/Foreign Language/Communication . . . . .	77
Enrollment Agreement . . . . .	36

F

Faculty . . . . . 95  
Failure to Meet Financial Obligations . . . . . 25  
Faxed Transcripts . . . . . 10  
Fees . . . . . 23  
Financial Assistance . . . . . 25  
Financial Information . . . . . 23

G

General Fees . . . . . 23  
General College Regulations . . . . . 44  
Governing Board . . . . . 93  
Grading System . . . . . 43  
Graduation Rate Disclosure Statement . . . . . 8  
Graduation Requirements and Recognition . . . . . 52  
Greetings from the Chancellor . . . . . 3  
Grievance and Appeals Policy . . . . . 48  
Guest Faculty . . . . . 101

H

Health and Immunization Requirements . . . . . 16  
Health Services . . . . . 35  
Health Services Management (Bachelor of Science) . . . . . 14, 65-66  
Health Service Management Curriculum Plan . . . . . 65-66  
History . . . . . 4  
Housing . . . . . 42  
Humanities . . . . . 81

I

Inclement Weather . . . . . 49  
Incomplete . . . . . 49  
Information Technology . . . . . 78  
International or ESL Applicants . . . . . 17



**L**

Library Services . . . . . 40  
Licensure. . . . . 74  
Louise Harkey School of Nursing . . . . . 70  
LPN's - Advanced Placement . . . . . 20

**M**

Marshalls (Graduation) . . . . . 54  
Medical Assistant. . . . . 11 59-60  
Medical Assistant Curriculum Plan . . . . . 60  
Mission and Goals . . . . . 5

**N**

Natural/Physical Sciences. . . . . 84  
Nondiscrimination Policy . . . . . 8  
Non-Degree Students . . . . . 17  
Notice of Compliance with Federal Law . . . . . 7  
Nursing (Associate Degree). . . . . 12, 20, 70-74  
Nursing (Bachelor of Science in Nursing) . . . . . 13, 74-75

**O**

Orientation . . . . . 42  
Occupational Therapy Assistant (OTA) . . . . . 12, 61-63  
OTA Curriculum Plan . . . . . 62-63

**P**

Payment Dates . . . . . 24  
Phi Theta Kappa International Honor Society . . . . . 34  
Prerequisites and Co-requisites . . . . . 49  
Program Admission Requirements . . . . . 11-14  
Programs of Study. . . . . 55

**R**

Readmission . . . . . 17  
Refund Policy . . . . . 24  
Release from Responsibility. . . . . 36  
Repeating Courses . . . . . 50  
Right-To-Know Statement . . . . . 8

**S**

Social/Behavioral Sciences ..... 90  
Special Fees..... 23  
Staff..... 99  
State and Federal Financial Aid Programs ..... 28  
Student Evaluation..... 45  
Student Government ..... 33  
Student Grievances and Appeals..... 48  
Student Life ..... 31  
Student Occupational Therapy Association (SOTA)..... 34  
Student Participation in College Decision-Making ..... 32  
Student Publications ..... 35  
Student Representation to College Committees..... 32  
Student Responsibilities and Financial Aid..... 30  
Student Rights and Financial Aid ..... 30  
Student Services ..... 31  
Surgical Technology ..... 13, 63-65  
Surgical Technology Curriculum Plan ..... 64

**T**

Testing Services ..... 32  
Textbooks..... 24  
Transcript Requests ..... 51  
Transfer Credit..... 18  
Tuition..... 23  
Types of Assistance..... 27

**U**

Uniforms ..... 25

**W**

Withdrawals ..... 51  
Withdrawal, Probation, Suspension and Dismissal..... 51-52



Cabarrus College of Health Sciences Graduation  
Faculty and Staff  
May 2007



Cabarrus College of Health Sciences Graduation  
May 2007

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