

# CABARRUS COLLEGE

*of*

## HEALTH SCIENCES

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## 2016–2017 CATALOG

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***\*Please Note: This catalog contains information for Graduate and Undergraduate students.***



## **GREETINGS FROM THE PRESIDENT**

Welcome to Cabarrus College of Health Sciences. Whether you are just beginning your college education or building on previous experiences in higher education, Cabarrus College offers many opportunities for you.

Since 1942, Cabarrus College has been preparing graduates for rewarding careers in nursing and allied health professions. With our underlying value of educational excellence, we focus on a student-centered learning environment and pride ourselves on the easy accessibility and caring attitude of our faculty as they educate our students and support their academic success.

We also seek to provide exceptional learning opportunities that enable students to develop insight professionally while also facilitating a compassion that is service oriented. We prepare graduates for successful careers in high tech healthcare environments that also require high touch skills.

Our beautiful campus and facility, small class sizes, student clubs and activities, and outstanding faculty and staff who are the cornerstone of our commitment, create a learning environment uniquely designed to enhance your learning experience.

All my best,

Dianne O. Snyder, DHA  
President

# ACADEMIC CALENDARS

## GRADUATE

2016-2017

### FALL SEMESTER

Fall Semester Tuition due.....	August 8
New Student Orientation (Online) deadline .....	August 12
Fall Classes Begin .....	August 29
Labor Day Holiday (No Classes – College Closed) .....	September 5
Classes Resume .....	September 6
Last Day to Drop/Add – Registration Ends .....	September 6
Fall Break (No Classes – College Closed).....	October 17 - 18
Classes Resume .....	October 19
May Intent to Graduate Form due .....	October 21
Last Day to Drop Course without Academic Penalty .....	October 31
Registration for Spring Semester for Enrolled Master’s Students .....	November 6 – December 18
Thanksgiving Holiday (No Classes – College Closed) .....	November 23 – 27
Classes Resume .....	November 28
Fall Classes End.....	December 11
Reading Days.....	December 12 – 14
Final Exams .....	December 15 – 18
Winter Recess (College closed three days for Christmas and New Year’s Day) .....	December 19 – January 8

### SPRING SEMESTER

Spring Semester Tuition due.....	December 28
Classes Begin .....	January 9
Martin Luther King Jr. Holiday (No Classes – College Closed) .....	January 16
Last Day of Drop/Add – Registration Ends .....	January 17
Classes Resume .....	January 17
Spring Break (No Classes – College Closed Monday and Tuesday) .....	March 6 – 10
Last Day to Drop Course without Academic Penalty .....	March 13
Classes Resume .....	March 13
Registration for Summer & Fall Semester for Enrolled Master’s Students .....	April 2 – April 30
Good Friday Holiday (No Classes – College Closed).....	April 14
Classes Resume .....	April 17
May Graduation Clearance Forms Due .....	April 21
Spring Classes End.....	April 23
Reading Days.....	April 24 - 26
Final Exams .....	April 27 – 30
Spring Commencement .....	May 9

## SUMMER SEMESTER

Summer Semester Tuition due .....	May 1
Classes Begin .....	May 15
Last Day to Drop/Add – Registration End.....	May 22
Memorial Day Holiday (No Classes – College Closed).....	May 29
Classes Resume .....	May 30
Last Day to Drop Course without Academic Penalty .....	June 26
July Fourth Holiday (No Classes – College Closed) .....	July 4
Classes Resume .....	July 5
Summer Classes End.....	August 6

*Make up days due to inclement weather may occur through Canvas. Clinical make up days will be scheduled by the instructor. Calendar information is accurate as of the date of publication. Cabarrus College of Health Sciences Administration reserves the right to make changes as needed.*

## UNDERGRADUATE 2016-2017

### FALL SEMESTER

Fall Semester Tuition Due .....	August 8
New Student Orientation (Online) deadline .....	August 12
Convocation .....	August 22
Classes Begin .....	August 22
First Five Week Courses – Begin.....	August 22
First Five Week Courses – Drop/Add Ends.....	August 24
Last Day to Drop/Add – Registration Ends .....	August 26
Labor Day Holiday (No Classes – College Closed) .....	September 5
Classes Resume .....	September 6
First Five Week Courses – Last Day to Drop Course w/o Academic Penalty .....	September 9
First Five Week Courses – End .....	September 23
Second Five Week Courses – Begin.....	September 26
Second Five Week Courses – Drop/Add Ends.....	September 28
Change of Major Forms Due by 5pm.....	October 14
Second Five Week Courses – Last Day to Drop Course w/o Academic Penalty .....	October 14
Fall Break (No Classes – College Closed).....	October 17 – 18
Classes Resume .....	October 19
May Intent to Graduate Form Due .....	October 21
Last Day to Drop Course without Academic Penalty .....	October 28
Second Five Week Courses – End.....	October 28
Third Five Week Courses – Begin.....	October 31
Third Five Week Courses – Drop/Add Ends.....	November 2
Registration for Spring Semester for Enrolled Baccalaureate Students.....	November 6 – December 16
Registration for Spring Semester for Enrolled Associate & Diploma Students.....	November 8 – December 16
Third Five Week Courses – Last Day to Drop Course w/o Academic Penalty .....	November 18
Third Five Week Courses (No Classes) .....	November 21 – 25
Thanksgiving Holiday (No Classes – College Closed) .....	November 23 – 27
Classes Resume .....	November 28
December Graduation Clearance Forms Due Monday 5pm .....	December 5
Third Five Week Courses – End.....	December 9

Classes End.....	December 9
Reading Days.....	December 10 – 11
Final Exams.....	December 12 – 16
Winter Commencement.....	December 20
Winter Recess (College closed three days for Christmas and New Year’s Day).....	December 17 – January 8

## **SPRING SEMESTER**

Spring Semester Tuition Due.....	December 28
New Student Orientation (Online) Deadline.....	January 2
Classes Begin.....	January 9
First Five Week Courses – Begin.....	January 9
First Five Week Courses – Drop/Add Ends.....	January 11
Last Day to Drop/Add – Registration Ends.....	January 13
Martin Luther King Jr. Holiday (No Classes – College Closed).....	January 16
Classes Resume.....	January 17
First Five Week Courses – Last Day to Drop Course w/o Academic Penalty.....	January 27
First Five Week Courses – End.....	February 10
Second Five Week Courses – Begin.....	February 13
Second Five Week Courses – Drop/Add Ends.....	February 15
Change of Major Forms Due by 5pm.....	March 3
Second Five Week Courses – Last Day to Drop Course w/o Academic Penalty.....	March 3
Spring Break (No Classes – College Closed Monday & Tuesday).....	March 6 – 10
Classes Resume.....	March 13
December Intent to Graduate Forms Due.....	March 17
Last Day to Drop Course w/o Academic Penalty.....	March 24
Second Five Week Courses – End.....	March 24
Third Five Week Courses – Begin.....	March 27
Third Five Week Courses – Drop/Add Ends.....	March 29
Registration for Summer & Fall Semester for Enrolled Baccalaureate Students.....	April 2 – May 5
Registration for Summer & Fall Semester for Enrolled Associate & Diploma Students.....	April 4 – May 5
Good Friday Holiday (No Classes – College Closed).....	April 14
Classes Resume.....	April 17
Third Five Week Courses – Last Day to Drop Course w/o Academic Penalty.....	April 17
May Graduation Clearance Forms Due by 5pm.....	April 21
Third Five Week Courses – End.....	April 28
Classes End.....	April 28
Reading Days.....	April 29 – April 30
Final Exams.....	May 1 - 5
Spring Commencement.....	May 9

## SUMMER SEMESTER

Summer Tuition Due .....	May 1
Classes Begin – Full Summer & Summer I .....	May 15
Last Day to Drop/Add – Registration Ends for Summer I.....	May 17
Last Day to Drop/Add – Registration Ends for Full Summer.....	May 19
Memorial Day Holiday (No Classes – College Closed).....	May 29
Classes Resume .....	May 30
Last Day to Drop Course w/o Academic Penalty for Summer I.....	June 2
Classes End – Summer I .....	June 16
Classes Begin – Summer II .....	June 19
Last Day to Drop/Add – Summer II.....	June 21
Last Day to Drop Course w/o Academic Penalty Full Summer .....	June 23
July Fourth Holiday (No Classes – College Closed) .....	July 4
Classes Resume .....	July 5
Last Day to Drop Course w/o Academic Penalty from Summer II.....	July 7
Classes End – Full Summer & Summer II .....	July 21

*Make up days due to inclement weather may occur through Canvas. Clinical make up days will be scheduled by the instructor. Calendar information is accurate as of the date of publication. Cabarrus College of Health Sciences Administration reserves the right to make changes as needed.*

# ACCREDITATION AND APPROVAL

Cabarrus College of Health Sciences is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate, baccalaureate, and master's degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 ([www.sacscoc.org](http://www.sacscoc.org)) for questions about the accreditation of Cabarrus College of Health Sciences.

Further, the Commission on Colleges may be contacted to file a third-party comment at the time of Cabarrus College's decennial review or to file a complaint against Cabarrus College for alleged non-compliance with a standard or requirement. Normal inquiries regarding admission requirements, financial aid, academic programs, etc., should be directed to Cabarrus College.

**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 baccalaureate degree in nursing at Cabarrus College is accredited by the:**

Commission on Collegiate Nursing Education  
One DuPont Circle NW, Suite 530, Washington, DC 20036 (202) 887-6791

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

Accreditation Commission for Education in Nursing  
3343 Peachtree Road NE, Suite 850, Atlanta, Georgia 30326 (404) 975-5000

**The Louise Harkey School of Nursing Associate Degree and Bachelor Degree programs are approved by**

The North Carolina Board of Nursing  
4516 Lake Boone Trail, Raleigh, NC 27607 (919) 782-3211

**Bachelor of Science in Medical Imaging**

There are no required additional accreditations for this program.

**Bachelor of Science in Interdisciplinary Health Studies**

There are no required additional accreditations for this program.

**The Medical Assistant Diploma program is accredited by the:**

Commission on Accreditation of Allied Health Education Programs upon the recommendation of the  
Medical Assisting Education Review Board (MAERB)  
Commission on Accreditation of Allied Health Education (CAAHEP)  
25400 U.S. Highway 19 North, Suite 158, Clearwater, FL 33763 (727) 210-2350, [www.ccahep.org](http://www.ccahep.org)

**The Master of Occupational Therapy program is accredited by the:**

Accreditation Council for Occupational Therapy Education (ACOTE) of the  
American Occupational Therapy Association (AOTA), located at  
4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449 (301) 652-AOTA (2682), [www.acoteonline.org](http://www.acoteonline.org)

**The Occupational Therapy Assistant program is accredited by the:**

Accreditation Council for Occupational Therapy Education (ACOTE) of the  
American Occupational Therapy Association (AOTA), located at  
4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449 (301) 652-AOTA (2682), [www.acoteonline.org](http://www.acoteonline.org)

**The Pharmacy Technology program is accredited by the:**

American Society of Health-System Pharmacists (ASHP) and Accreditation Council on Pharmacy Education (ACPE)  
7272 Wisconsin Avenue, Bethesda, MD 20814 (301) 657-3000

**The Surgical Technology program is accredited by the:**

Commission on Accreditation of Allied Health Education Programs upon the recommendation of the  
Accreditation Review Council on Education in Surgical Technology and Surgical Assisting (ARC/STSA).  
Commission on Accreditation of Allied Health Education Programs (CAAHEP)  
25400 U.S. Highway 19 North, Suite 158, Clearwater FL 33763 (727) 210-2350, [www.caahep.org](http://www.caahep.org)

The Accreditation Review Council on Education in Surgical Technology and Surgical Assisting  
6 West Dry Creek Circle, Suite 110, Littleton, CO 80120-8031 (303) 694-9262

**Associate in Science**

There are no required additional accreditations for this program.



## RIGHT-TO-KNOW STATEMENT

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

- Cabarrus College graduation rates in the Academic Information and Policies section of this Catalog.
- Information on campus safety and security including crime statistics is available on the College website ([www.cabarruscollege.edu](http://www.cabarruscollege.edu)).
- Information on Financial Aid is available upon request from the Financial Aid Office.

## RIGHT TO REVISE

Cabarrus College reserves the right to revise, amend, or change items set forth in this publication. Accordingly, readers of this publication should inquire about revisions, amendments, or changes which have been made since the date of printing, by consulting the College website. The College reserves the right to cancel course offerings, to set minimum and maximum size of classes, to change designated instructors in courses, and to make decisions affecting the academic standing of anyone participating in a course or program offered by Cabarrus College.

## HISTORY

Cabarrus College of Health Sciences had its beginnings in 1935 when a bill to establish and maintain a public hospital as well as a training school for nurses in Cabarrus County was introduced to the General Assembly of North Carolina. The bill passed and in 1937, Cabarrus County General Hospital opened along with a residence for the nurses, who at that time, were living and working at the hospital. By 1941, patient occupancy at the hospital had grown and the nation was in the midst of World War II with nurses being recruited for military service. Faced with an impending shortage of nurses to provide day-to-day patient care at the hospital, Miss Louise Harkey, the then administrator, designed a three-year (36-month) training program for nurses which met the requirements of the North Carolina Board of Nursing Examiners. On January 24, 1942, the program was certified by the North Carolina Nurse's Association. Sixteen young women reported to the nurses' residence on Monday, February 2, 1942, to begin training and marking the official start of Cabarrus County General Hospital School of Nursing.

The School of Nursing's first graduation exercise was held on June 12, 1944. Ten of the original sixteen members of the class received their diplomas and school pins. Graduates wore starched white uniforms instead of their blue student uniforms and each received a bouquet of red roses—the original class flower—given by the medical staff.

Throughout the 1940's and 50's the School of Nursing's enrollment continued to grow. Twice during this time period, the nursing residence was expanded by the addition of a second and third-story to provide more dormitory rooms, recreational space, an auditorium and more classrooms.

By 1963, the School of Nursing became fully accredited by the National League for Nursing. Ten years later, a major revision of the nursing curriculum resulted in shortening the School of Nursing's program term from three years to two. With the approval of the hospital board of trustees and the North Carolina Board of Nursing, the school became the first 24-month hospital-based diploma program in North Carolina. Later in 1988, the North Carolina General Assembly granted the School of Nursing the authority to award graduates an Associate in Science degree in addition to the diploma in nursing.

In 1992, the School of Nursing celebrated its 50<sup>th</sup> anniversary. To mark this historic occasion and to honor its founder, the school was officially renamed the Louise Harkey School of Nursing.

Three years later faced with an aging facility, the School of Nursing was demolished and relocated on Copperfield Boulevard.

From 1995 through 2000, the Louise Harkey School of Nursing expanded from nursing to include allied health program offerings. This expansion began in January 1995 when the School of Nursing received its initial accreditation by the Southern Association of Colleges and Schools Commission on Colleges. In January 1996, the Louise Harkey School of Nursing became the cornerstone of the newly named Cabarrus College of Health Sciences. By 1998, the College was granted authority by the North Carolina General Assembly to award baccalaureate degrees and regional accreditation at this higher level was affirmed in December 2000. Early allied health programs included Medical Assistant, Occupational Therapy Assistant, Surgical Technology, and nurse aide training. The first baccalaureate degrees offered were in Nursing and Health Services Leadership and Management.

On January 11, 2004, after operating more than eight years in facilities off of Copperfield Boulevard, the College moved to its current location where the original School of Nursing began in 1942. With a cost of approximately \$10.6 million, the new 68,000 square foot building on Medical Park Drive featured spacious classrooms and fully equipped laboratories. It was also in 2004 that the North Carolina General Assembly granted Cabarrus College the authority to award advanced degrees to graduates of the nursing and allied health science programs.

Over the next ten years, the College experienced a marked period of growth in academic programs. In January 2005 the certificate program in Computed Tomography was offered, which later expanded to include a certificate in MRI and in 2006 a Bachelor of Science degree in Medical Imaging. The College's first online program started with the spring 2011 semester as the RN-BSN program received approval from the Southern Association of Colleges and Schools Commission on Colleges and transitioned from a traditional classroom format to online. The year 2011 also saw the opening of a simulation learning laboratory and the first Pharmacy Technology Associate degree program in the region. By 2013 the College had added a baccalaureate degree in Interdisciplinary Health Sciences and in the fall of 2014, the first cohort of students was admitted into the hybrid master's degree program in Occupational Therapy.

## VISION

To be a premier leader of innovative healthcare education.

## MISSION AND GOALS

Cabarrus College of Health Sciences' mission is to create progressive educational experiences that inspire and prepare our students to be exemplary healthcare professionals.

The College fulfills its mission by striving to:

- Enhance the student learning environment through the delivery of innovative programs and services.
- Provide high quality academic and support services that foster student persistence and achievement.
- Attract, engage, and retain faculty and staff by sustaining an environment of collegiality and professionalism.
- Sustain a culture of accountability through continuous assessment, evaluation, and improvement.
- Secure financial viability by capitalizing on opportunities to achieve superior operating performance.

- Cultivate connections, relationships, and partnerships commensurate with our resources and the community's needs.

## CORE VALUES

The College's commitment to its vision and mission is guided by the following core values:

**Caring** *which is demonstrated in the College by:*

- Always putting the needs of others before our own
- Providing a personal touch to everything we do
- Understanding and meeting other's needs
- Anticipating future student needs and opportunities

**Commitment** *which is demonstrated in the College by:*

- Going the extra mile
- Using the best in technology and teaching practices
- Championing new and better ideas, and a "can do" attitude
- Maintaining the highest performance standards
- Striving for educational excellence

**Teamwork** *which is demonstrated in the College by:*

- Fostering collaborative teamwork
- Doing one's best so others can do their best
- Valuing diversity as a team
- Being there to help out our colleagues

**Integrity** *which is demonstrated in the College by:*

- Holding ourselves accountable to the highest ethical standards
- Taking personal responsibility (being accountable)
- Complying with legal and accreditation requirements
- Speaking the truth
- Exhibiting honest, objective behavior in every interaction
- Delivering consistently on commitments

# ACADEMIC OFFERINGS

## MEDICAL ASSISTANT

The Medical Assistant program gives students the administrative and clinical skills necessary to become a medical assistant professional, one of the country's fastest growing healthcare careers. Medical assistants perform both clinical and clerical duties in the healthcare setting. Responsibilities include updating medical records, performing basic laboratory procedures, assisting the physician, and assessing and educating patients.

### **Associate of Science Degree**

Students enrolling in the associate of science degree program will graduate with the clinical knowledge and skills needed to perform as a medical assistant, as well as with a solid foundation that could lead to various bachelor's degree completion options. Students will complete coursework in anatomy and physiology, sociology, psychology, math, and humanities. With such an education, many doors may open including those in office management.

### **Diploma**

Students have the option of completing their one-year medical assistant diploma and becoming eligible to sit for certification by the American Association of Medical Assistants. To complete the diploma, students must earn thirty-eight credit hours in medical assisting, math, English, and psychology. The College offers two scheduling tracks to meet students' work and family life needs – an on-campus daytime track and a hybrid evening/weekend track. Theory courses in the evening/weekend track are offered online with hands-on labs led by instructors on campus during the evenings and some weekends.

## MEDICAL IMAGING

This program is designed for certified imaging professionals to build upon an associate degree in an imaging field to complete their bachelor of science in medical imaging. Specialty tracks include Computed Tomography (CT), Magnetic Resonance Imaging (MRI), and Management.

### **Bachelor of Science Degree**

The Bachelor of Science in Medical Imaging completion program is designed for imaging professionals seeking to enhance their primary imaging degree and learn skills beneficial for management level positions. The completion program provides content and theory as suggested by the American Society of Radiologic Technologist core curriculum for a Bachelor of Science in Radiologic Science.

### **CT Certificate**

The CT certificate program provides 16 credit hours of structured education directly related to the specifications for the ARRT post primary examination. After successful completion of the program, the student will receive a certificate of completion. Students who complete the certificate program will generate an academic transcript at Cabarrus College, which may be applied to degree programs.

### **MRI Certificate**

The MRI certificate program provides 22 credit hours of structured education directly related to the specifications for the ARRT post primary examination. After successful completion of the program, the student will receive a certificate of completion. Students

who complete the certificate program will generate an academic transcript at Cabarrus College, which may be applied to degree programs.

## **NURSING**

The Cabarrus College Nursing programs provide students with the opportunity to acquire progressive nursing educational experiences and prepare for joining the largest healthcare profession in the U.S. Despite the large number of nurses already practicing, many more qualified nurses must be prepared at varying levels of care to meet the increasing demands of healthcare. The Nursing programs require preparation and integration of knowledge from the biological, social, and behavioral sciences, the arts, and nursing. The Nursing programs offer practice experiences designed to incorporate both direct and indirect care activities that impact health outcomes. Associate degree students are encouraged to continue their Bachelor of Science degree studies at Cabarrus College upon licensure.

### **Bachelor of Science Degree**

In a rapidly changing healthcare environment, our online Bachelor of Science in Nursing (RN-BSN) degree enables the practicing registered nurse a greater opportunity for employment, increased responsibility, and career progression. Earning your RN-BSN opens the door for professional certification in a nursing specialty such as nurse practitioner, nurse educator, nurse anesthetist, clinical nurse specialist, or administration. An RN-BSN degree also provides a foundation for graduate level education and the future pursuit of doctorate level education. Coursework provides an in-depth study of health policy, nursing research, leadership and management, community health nursing, and current issues in nursing practice.

### **Associate of Science Degree**

Established in 1942, the Associate Degree in Nursing is a two-year program that offers clinical experiences beginning the first semester. The three-year average pass rate on the Registered Nurse licensure exam is 95% for graduates of the Associate of Science Degree in Nursing.

## **OCCUPATIONAL THERAPY**

Occupational Therapy is a health profession concerned with promoting health and well-being through participation in life's everyday activities, or occupations. Occupational therapy practitioners assist people with physical, cognitive, psychosocial, and/or sensory-perceptual aspects of performance to improve engagement in occupations for increased independence and quality of life. Occupational therapy services take place in a variety of settings, including schools, hospitals, skilled nursing facilities, homes, out-patient rehabilitation clinics, and other community facilities.

The profession includes two levels of occupational therapy practitioners: the occupational therapist (OT) requires a minimum of a master's degree in occupational therapy, and the occupational therapy assistant (OTA) requires an associate degree in occupational therapy assistant and works under the supervision of an occupational therapist.

### **Master's Degree**

The Master of Occupational Therapy program is specifically designed for practicing occupational therapy assistants (OTAs) seeking to become occupational therapists. Courses are delivered in online and hybrid (online with every third weekend on-campus classes) formats. The program offers two tracks:

1. A Master of Occupational Therapy (MOT) track for experienced OTA's with a prior bachelor's degree.

2. A combined Bachelor of Science in Interdisciplinary Health Studies/Master of Occupational Therapy (BSIHS/MOT) track for experienced OTAs with an associate degree as their highest educational level.

Students will learn the fundamental theories and skills in a curriculum designed to enhance professional development, critical thinking/clinical reasoning and communication for client-centered clinical expertise, lifelong learning, and advancement of the profession.

### **Bachelor of Science Degree**

The Bachelor of Science in Interdisciplinary Health Studies is a bachelor's completion program for occupational therapy assistants (OTAs) seeking to become occupational therapists through Cabarrus College's combined Bachelor of Science in Interdisciplinary Health Studies/Master of Occupational Therapy (BSIHS/MOT) track. This innovative program emphasizes leadership, science, and occupational therapy while preparing students for the rigors of graduate study. Applications are restricted to OTAs who need both the BSIHS and MOT degrees to sit for certification as an occupational therapist.

### **Associate of Science Degree**

The Occupational Therapy Assistant program is a two-year program that offers clinical experiences beginning the first semester. Faculty members represent many areas of clinical practice and provide students with a sound foundation in clinical reasoning skills and creative client-centered therapeutic interventions. Multiple sites are available for a variety of clinical experiences. The three year pass rate on the national board for certification in occupational therapy assistant examination for program graduates is 99%.

## **PHARMACY TECHNOLOGY**

Pharmacy technicians are trained professionals who are crucial to the process of ensuring safe and accurate dispensing of prescription medications. Under the supervision of a licensed pharmacist, they perform a wide variety of duties in retail pharmacies, hospitals, physician practices, home health care agencies, insurance companies, and mail order pharmacies. The professional scope of pharmacy technicians is rapidly expanding and those with associate degrees are the most likely candidates to assume roles with greater responsibility. Students may choose to sit for the Pharmacy Technology Certification Board Exam after completing the first two semesters of study.

### **Associate of Science Degree**

The Pharmacy Technology associate degree program is a two year course of study offered in hybrid format, giving students the flexibility they need to work and attend school. Through online lectures, on-campus labs, and community clinical experiences, students develop the necessary skills to provide medication management functions that do not require the judgment of a licensed pharmacist.

### **Diploma**

Students may earn a diploma in Pharmacy Technology after just three semesters of study (fall, spring, and summer). The diploma prepares students to sit for the certification examination through a variety of clinical experiences in acute care, community pharmacies, and home care.

## SCIENCE

The Associate in Science degree program offers a wide array of curriculum options for students seeking entry into clinical programs, science-based degrees, and healthcare professions. The program provides students with a solid foundation in science and general education coursework.

## SURGICAL TECHNOLOGY

Surgical technologists are crucial members of the surgical team, working closely with surgeons, registered nurses, and anesthesiologists to provide the best possible care for patients in the surgical setting. They perform tasks ranging from maintaining aseptic conditions and preparing patients for surgery to actually assisting during surgical procedures. The Surgical Technology program is dedicated to providing you with the best educational training that will allow you to function at your highest capability.

### **Associate of Science Degree**

Students enrolling in the Associate of Science degree program will graduate with the clinical knowledge and skills needed to sit for the National Board of Surgical Technology and Surgical Assisting (NBSTSA) certification examination and perform as a surgical technologist, as well as with a solid foundation that could lead to various bachelor's degree completion options. Competent and humanistic practice as a health care professional demands a broad area of knowledge and the development of intellectual skills as well as technical proficiency. Increasing responsibilities demand a more broadly based preparatory curriculum with greater foundation in both the medical sciences and general education. Students will complete coursework in advanced surgical techniques, anatomy and physiology, sociology, math, and humanities. With such an education, many doors may open including those in operating room leadership and management positions.

Surgical technologists who already hold a surgical technology diploma can easily earn their Associate of Science degree in two quick semesters by completing coursework in advanced surgical techniques and general education.

### **Diploma**

Students may complete the Association of Surgical Technology Core Curriculum during the first year to earn a diploma in Surgical Technology. With this, students are eligible to take the certification exam offered by the National Board of Surgical Technology (NBSTSA) and Surgical Assisting. To complete the diploma, students will need to earn thirty-nine credits consisting of coursework in surgical technology, microbiology, basic anatomy and physiology, English, and psychology.

### **Accelerated Alternative Delivery Diploma (AAD)**

The AAD diploma program is a one-semester, online program to prepare professionals working in the surgical technology field for certification by the National Board of Surgical Technology and Surgical Assisting (NBSTSA). To complete the AAD diploma program, students will need to earn 16 online college credits consisting of coursework in Surgical Technology and basic anatomy and physiology with pre-requisite college credits in microbiology, English, and psychology. With approval from the faculty, Experiential Learning credit may be applied toward the 12 required clinical credits.

# ADMISSION

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), academic and professional references, and an essay.

Applicants who submit complete applications and supporting materials by the deadlines listed below will meet the priority deadlines.

- Fall Semester Priority Deadline: February 1. Decision letters mailed by March 15.
- Spring Semester Priority Deadline: October 1. Decision letters mailed by November 15.

Regular admissions review begins after the priority deadline and continues on a rolling basis until programs are full.

## REQUIRED APPLICATION INFORMATION

The College considers all applicants without regard to age, race, creed, color, religion, sex, marital status, disability, sexual orientation, or national origin and does not knowingly practice discrimination in its recruiting, admission, progression, graduation or withdrawal policies, or in any other activities affecting students.

## GENERAL COLLEGE ADMISSIONS

For admission to the College, all applicants must submit:

- A completed application and required nonrefundable application fee (\$50).
- Evidence of US Citizenship, a current Permanent Resident Card, or a current I-551 card from the Department of Immigration and Naturalization Services.
- References from persons who can attest to your professional or academic ability. See program specific information regarding the number and type of recommendations required. Use the College form unless otherwise indicated by the program.
- An essay that provides a clear and concise explanation of your interest in Cabarrus College and your career in healthcare. See program specific information as some programs request additional topics.

All applicants for Master Degree programs must submit:

- Official transcripts from all post-secondary institutions attended, including evidence of completion of the applicable Bachelor degree program. Minimum GPA on post-secondary coursework required. See program specific information.
- Evidence of profession specific licensure. See program specific information.

All applicants for Bachelor Degree programs must submit:

- Official transcripts from all post-secondary institutions attended, including evidence of completion of the applicable Associate Degree program. Minimum GPA on required post-secondary coursework. Many programs require high school or college level algebra, geometry, biology and/or chemistry. An official high school transcript from an accredited institution may be required as evidence. See program specific information.
- Evidence of profession specific licensure. See program specific information.

All applicants for Associate Degree and Diploma programs must submit:

- Official transcripts showing evidence of graduation from an accredited high school or documentation showing the equivalent of a high school diploma.



- Official transcripts of any post-secondary courses.
- Evidence of high school or college level algebra, geometry, biology and/or chemistry coursework. See program specific information.
- Official documentation of standardized test scores (SAT, ACT, or ASSET).
- Minimum required test scores for admission to Cabarrus College are:
  - SAT – 430 Reading and 380 Math
  - ACT – 18 composite
  - ASSET – 35 Writing, 37 Reading, and 33 Numerical
  - Some programs may have higher standardized test score requirements. See program specific information for minimum requirements.

Each academic program has admissions requirements in addition to the general requirements listed above. These requirements are listed in this catalog with the individual program curriculum information. An interview may be requested as part of the admissions process.

NOTE: An official transcript is delivered in a sealed envelope or through an official transcript service via email. Transcripts that are mailed from another college are considered official. Hand carried transcripts are official unless the envelope is opened prior to receipt. Faxed transcripts are considered unofficial and may be used as working documents only.

Cabarrus College of Health Sciences regularly offers the Residual ACT (the 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 or go online to [www.cabarruscollege.edu](http://www.cabarruscollege.edu).

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 to verify language proficiency.

## **PRE-ENROLLMENT REQUIREMENTS**

All students accepted to the College must submit the following prior to enrollment:

- Non-refundable tuition deposit.
- Signed Consumer Release form along with the non-refundable fee (See section below).
- Evidence of health insurance coverage. Health insurance coverage must be maintained while enrolled at the College.
- Verification of required immunizations. North Carolina law requires all students entering undergraduate or graduate studies at any public or private college or university in North Carolina to provide proof of the following immunizations: Diphtheria, tetanus and pertussis (3 doses, one within the last ten years); polio (3 doses, only if under the age of 18); MMR (Measles, Mumps, Rubella) (2 doses or a positive titer); and Hepatitis B (3 doses or a positive titer).
- Complete Physical and Emotional Health Assessment form to be completed by the student's healthcare provider indicating the applicant is physically and emotionally capable of undertaking the program in which he or she is to be enrolled.
- Student Information Sheet

Students enrolling in clinical programs must submit the following clinical requirements to Carolinas HealthCare System Teammate Health. Students must schedule an appointment with Teammate Health and present the completed records a minimum of 24 hours in advance of their scheduled appointment. Students are responsible for the costs associated with the following requirements:

- Carolinas HealthCare System Clinical Health History Form (To be completed by the students' physician)
- Evidence of course completion in Basic Life Support for Healthcare Providers/BLS Provider, prior to enrollment in first clinical course.
- Verification of additional required immunizations: varicella (chicken pox) (2 doses or a positive titer), and two-step TB Skin Test (must be administered within six months prior to the start of the first day of the semester for new students and updated annually).
- Negative twelve-panel drug screen conducted by Carolinas HealthCare System or a certified lab within 30 days prior to the first day of the clinical program. The test will screen for the following drugs: THC marijuana, PCP phencyclidine, BAR barbiturates, BZP benzodiazepines, PPX propoxyphene, COC cocaine, MTD methadone, OPI opiates (including Heroin), OXY oxycodone, AMP amphetamine, MDMA ecstasy, and METH methamphetamines.
- Fingerprint clearance: Can be obtained at any law enforcement agency

Students enrolled in the following programs: BSIHS, BSN, BSMI – Management Option, and Associate of Science are treated as non-clinical and do not have to schedule an appointment with or send information to CHS Teammate Health. Instead send the following information directly to the College's Office of Admissions:

- Evidence of health insurance coverage. Health insurance coverage must be maintained while enrolled at the College.
- Verification of required immunizations.
- Complete Physical and Emotional Health Assessment form
- Student Information Sheet

Some health and immunization requirements must be updated annually. Students should contact their advisor to ensure that all requirements are satisfied each semester.

## **BACKGROUND AND SANCTIONS CHECKS**

Cabarrus College conducts appropriate background and sanction checks, screens accepted applicants, and monitors current students to ensure a safe environment for clinical affiliates and the College. Background and sanction checks conducted prior to official enrollment include but are not limited to the following: social security trace, criminal history, NC Sex Offender Registry, and checks against duly authorized, licensing, disciplining and sanctioning authorities (including the Cumulative Sanction List of the office of the Inspector General). Continuing students will be similarly investigated on a "for cause" basis. Convictions that will specifically preclude final acceptance to the College for all students include, but are not limited to:

1. A sex crime
2. Exploitation of an endangered adult
3. Failure to report battery, neglect, or exploitation of an endangered adult
4. Murder
5. Voluntary manslaughter
6. Involuntary manslaughter within the previous seven (7) years\*\*
7. Battery within the previous seven (7) years\*\*
8. A felony offense relating to controlled substances within the previous seven (7) years\*\*
9. Abuse or neglect of a minor, child or dependent

10. Failure to report the abuse of a minor, child or dependent
11. Any act that, if it occurred at the organization, could compromise the safety or well-being of patients, employees, visitors, or volunteers of the organization.

\*\* Time frames are measured from the date of conviction.

In addition, Cabarrus College of Health Sciences will not accept any individual:

1. Who has abused, neglected, or mistreated a patient or misappropriated a patient's property, as reflected in the state nurse aide registry, or
2. Whose name appears in the N.C. Sex Offender Registry, or
3. Who has been convicted of a criminal offense related to health care or who is listed by a federal agency as debarred, excluded or otherwise ineligible for participation in any federally funded healthcare program.

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 in selected healthcare fields.

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

Concurrent enrollment is offered to high school students who have completed at least their sophomore year of high school. Students may begin their college education as non-degree students as early as the summer session between their sophomore and junior years in high school. Eligibility for enrollment requires that the student submit a completed Application for Concurrent/Dual Enrollment and nonrefundable application fee. The Director of Recruitment and Retention will review applicants on an individual basis. Students are required to submit the following:

- official high school transcript showing completion of sophomore year of high school, and a minimum cumulative grade point average of 3.0.
- recommendation for enrollment by the high school principal or guidance counselor (page 2 of enrollment form)

Upon admission, the student may enroll for a maximum of two courses each semester on a space available basis. To continue enrollment, students must attain a minimum grade of "B" in each course and must be re-approved by a high school official and Cabarrus College of Health Sciences' Director of Recruitment and Retention each semester.

Upon acceptance for concurrent enrollment the student may be required to meet additional enrollment requirements, such as immunization documentation.

The student may apply for admission to any of Cabarrus College of Health Sciences' degree, diploma, or certificate programs. However, participation in the Concurrent/Dual Enrollment Program does not guarantee acceptance to these programs. Students are advised by the Coordinator of Advising & Student Success as to the applicability of courses for degree credit and progression requirements. The student understands there are no guarantees relative to the transferability of courses to other colleges or universities. Students accepted to the Concurrent/Dual Enrollment Program will pay tuition and fees according to the regular Cabarrus College of Health Sciences' tuition and fees schedule. A student who is enrolled in the Concurrent/Dual Enrollment program is not eligible for financial aid. The required non-refundable application fee is deducted from the tuition of the course taken, but is non-refundable should the student choose not to enroll.

## NON-DEGREE ENROLLMENT

Cabarrus College of Health Sciences provides opportunities for students to enroll with a non-degree status in general education courses. Enrollment is on a space available basis for a maximum of 15 semester hours. Exceptions to the limit of 15 semester hours may be made for students enrolled through agreements made with other institutions or with the Provost's approval. Non-degree students pay tuition and fees according to the established schedule. See the current academic calendar in this publication for specific payment 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 completed. It is available from the Office of Advising and Student Success or online at [www.cabarruscollege.edu](http://www.cabarruscollege.edu).

## READMISSION

Students dismissed from their degree program as a result of failure to meet progression requirements may consider a change of major. In the event of extenuating circumstances, a student who wishes to stay with the original program may attempt *one* of the following options:

- appeal the grade leading to dismissal; or
- request re-enrollment into the program.

Students who withdraw from or are administratively withdrawn from the College may be eligible for readmission within one year of the withdrawal date and must submit the Application for Readmission and required nonrefundable application fee.

Students exceeding the one-year time frame must submit a new Application for Admission or an Application for Non-Degree Enrollment, as applicable. The following will be used in considering readmission:

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

Individuals readmitted must meet standards required of the course/program in which they are to be enrolled. Readmitted students will pay tuition according to the current tuition and fee schedule, participate in orientation and meet all current College and program enrollment requirements per the current Cabarrus College Catalog.

The College complies with the Higher Education Act of 2008 by entitling readmission to students to the program of enrollment prior to the call to duty.

- The student's absence from enrollment must be necessitated by reason of service in the uniformed services.
- The cumulative length of absence and all previous absences for service must not exceed five years. The College reserves the right to extend the allowable length of absence when circumstances necessitate.
- Service members who have a dishonorable or bad conduct discharge are not entitled to readmission under the Higher Education Act of 2008, although they may still be eligible for readmission to the College.
- The student must be in good standing with the College at the time of absence due to service in the uniformed services.
- The student must submit notification of intent to re-enroll upon completion of the period

of service and complete all readmission requirements by the priority deadlines of February 1 for Fall Semester and October 1 for Spring Semester.

- The student must meet all enrollment requirements as listed in the current Cabarrus College Catalog.

## TRANSFER CREDIT AND ADVANCED PLACEMENT

### TRANSFER CREDIT

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

- Courses must have the same semester hour (or equivalent quarter hour) credit.
- Courses must be documented on an official transcript and have a minimum grade of “C”.
- Courses must be from a school that is accredited by a recognized accrediting body or if not, will be subject to departmental approval.
- Courses must have the equivalent content as determined by catalog course description or evaluation by the Director of Student Records and Information Management and 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 four years old and physical and biological science courses over five years old are not considered for transfer credit. If courses fall outside the timeframe, credit may be received by examination or on a case-by-case basis as a result of current experience in the discipline.
- Transfer credit will be considered for international courses/degrees and for military services schools provided that the student utilizes an acceptable professional organization (e.g., American Council Education (ACE) Guide to the Evaluation of Educational Experiences in the Armed Services, World Education Services (WES), or any NACES approved evaluator, for evaluation of/conversion to college credits.
- Humanities transfer credit is limited to the type of humanities courses offered at Cabarrus College which include but are not limited to World Literature I, Music Appreciation, Art, World Religions, Introduction to Hispanic Culture and Language for the Healthcare Professional, Women in Art, and Communications, Culture, and the Community. All courses that are approved for the HUM ELECT transfer credit must have a cultural and historical/human element in the course description (or in the course objectives or syllabi).

Applicants requesting transfer credit for courses in the major may also be asked to submit the following:

- course description and/or course syllabus if the course has not previously been deemed “transferable” by departmental faculty evaluation
- results of pre-entrance tests/achievement tests given at previous institution
- progress evaluation by a program official of the previous institution and statement of reason for transfer

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

All transfer credits must be finalized with the Office of Student Records and Information Management by the end of the first semester of enrollment. After the tuition deposit has been paid, the Office of Student Records and Information Management will review and award approved transfer credits prior to the first day of registration. Students are encouraged to compare their program curriculum plan to their degree audit to confirm transfer credit awarded and the courses in which to register.

Graduate students receiving transfer credit must meet all admission requirements or approved equivalents and must complete a minimum of one-third of the total credit hours needed for graduation at Cabarrus College. Undergraduate students receiving transfer credit must meet all admission requirements or approved equivalents and must complete a minimum of 25% of the total credit hours needed for graduation at Cabarrus College. The minimum must include at least 50% of the credit hours in the major completed in residency at Cabarrus College; with the exception of a diploma to associate degree completion program in which students must complete a minimum of 25% of the total credit hours.

Once a student is enrolled at Cabarrus College, additional transfer credit will be awarded only if approval from the Office of Students Records and Information Management and Provost is obtained prior to concurrent enrollment in another college.

### **BLOCK TRANSFER CREDIT INTO BACCALAUREATE PROGRAMS**

Allied Health and Nursing Students applying to baccalaureate completion programs at Cabarrus College may receive block credit for a previously earned professional diploma or degree. Block transfer is a process in which a block of credits is granted to students who have completed a certificate, diploma, degree or some cluster of courses that is recognized as having an academic integrity that relates to a particular degree program. The College generally grants up to two full years toward a four-year degree program, with no additional requirements so that students attending full time should be able to graduate in a total of four years.

Block credit will be evaluated using the following criteria:

- The transferring program must be accredited by the national body responsible for accreditation in that particular discipline
- The Program Chair for the baccalaureate degree program will evaluate the curriculum based on the accreditation essentials for the discipline and recommend to the Office of Student Records and Information Management the amount of credit to be granted in the block
- The Office of Student Records and Information Management will review the recommendation and award the credit deemed appropriate but not to exceed the following:
  - Medical Imaging: Up to 60 credit hours for prior coursework in a diploma or associate's degree program
  - Interdisciplinary Health Studies: 69 credit hours
  - Bachelor of Science in Nursing: 61 credit hours
- 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
- In cases where the program from which the credit is earned is less than an associate degree, specific baccalaureate programs in the College may require additional coursework
- Courses taken outside the scope of the program curriculum will be considered on a course by course basis

All transfer credit will be approved by the Office of Student Records and Information Management according to established guidelines.

Faxed transcripts are considered unofficial and may be used as working documents **ONLY**. Official transcripts are necessary before enrollment.

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

A student may earn credit for general education courses by attaining acceptable scores (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.

## **CREDIT BY DEPARTMENTAL EXAMINATION**

Credit by departmental examination is available to students who have 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 program chair. Eligible courses vary by the program.

To challenge a course by departmental examination, the student must complete the Credit by Examination Application and Authorization form and complete the following requirements:

- Provide acceptable evidence of proficiency in the area (e.g., relevant course descriptions, course work, certificates, letters of recommendation from employers, a recent resume);
- Pay a nonrefundable challenge fee of \$100 for non-laboratory courses and \$150 for laboratory courses no later than one week prior to the exam date.

A course must be challenged before the course begins. A grade of “80” or better is required to receive credit for the course. A student must register for the course during the registration period and attend class until notification of exam results.

The challenge exam for courses involving laboratory and clinical experiences contains separate exams for both components of the course. The student must pass both components with a grade of “80” to receive credit for the course. The letters “CE” (Credit by Exam) will be recorded on the transcript to indicate the examination was passed. Upon successful completion of the challenge exam, the non-refundable fee is applied to the next session’s tuition.

Hours earned through credit by examination will not be counted in determining hours for full time status. The student is allowed only one challenge exam attempt per eligible course. A student may not pursue credit by examination for a course in which they had previously earned a “D” or “F”.

## **CREDIT FOR EXPERIENTIAL LEARNING**

Experiential Learning is the mastery of course content and/or student learning outcomes gained through applicable work experience or specialized training. These experiences are obtained outside of a formal academic setting. Learning experiences must occur within five years of the current application date. A request for credit for experiential learning should be made four weeks in advance of the specific course offering. Students requesting credit for experiential learning must first meet all requirements for admission and enrollment and submit the following items to the Office of Student Records and Information Management:

- Credit for Life Experience Application (available on Cabarrus College website) and portfolio
- Letter explaining the life experience
- Current resume
- At least two letters of reference related to life or work experience within the discipline
- Relevant licenses or certifications
- Non-refundable processing fee

## EXTRA-INSTITUTIONAL CREDIT FOR LICENSED PRACTICAL NURSES (LPNS)

Licensed practical nurses seeking extra-institutional credit for their license must meet the College's general admission criteria as well as admission criteria for the ADN program with the exception of the NA I requirement which will be waived. In addition, they must:

- present a current, unrestricted, North Carolina license to practice as a practical nurse.
- present an official transcript from an approved practical nursing education program.
- present two references indicating acceptable character, one of which must be from a current employer, which should include a detailed description of duties.

Upon admission to the ADN program, the LPN who scores 70 or above on the NACEI Foundations of Nursing exam will receive extra-institutional credit for BIO 100 (Medical Terminology), NSG 101 (Introduction to Professional Nursing) and NSG 111 (Foundations in Nursing – Health Promotions). Call 704-403-1556 to schedule the exam and receive information regarding exam costs. The LPN will be required to complete the general education courses or equivalents that are prerequisite to NSG 121 (Foundations in Nursing – Chronic Conditions).

## FINANCIAL INFORMATION

Cabarrus College 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.

### ESTIMATED EXPENSES

#### Undergraduate Tuition

Tuition is charged according to the following schedule:

- 12-16 credit hours . . . . . \$5,974 per semester
- 7-11 credit hours . . . . . \$4,167 per semester
- 6 or less credit hours . . . . . \$384 per credit hour
- Each additional credit hour above 16 . . . . . \$384 per credit hour

#### General Fees

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

- Technology Fee
  - 4 or more credit hours . . . . . \$100 per semester
  - 3 or less credit hours . . . . . \$25 per semester
- Student Fee
  - \$60 per semester

#### Special Fees

Special fees are applicable when appropriate and are nonrefundable:

- Application Fee for Admission or Readmission . . . . . \$50
- Background Check Fee . . . . . \$40
- Entrance Fee and Orientation . . . . . \$45
- Credit by Examination Fee
  - Laboratory course . . . . . \$150 per course



- Non-laboratory course . . . . . \$100 per course
- Credit by Experiential Learning . . . . . \$150 per course
- Intent to Graduate . . . . . \$120 per intent
- Late Payment . . . . . \$100 per semester
- Late Registration or Document Submission. . . . . \$50 per semester
- Payment Plan . . . . . \$50 per semester
- Course Audit Fee . . . . . Variable
- Returned Check. . . . . \$25 per check
- Transcript. . . . . \$5 each
- Other allowable components of the student record. . . . . \$5 each
- Tuition Deposit . . . . . \$200
- Curriculum Leave Fee . . . . . \$100
- Course Fee . . . . . Variable

### Graduate Tuition

- Tuition. . . . . \$8,265 per semester

### General Fees - Graduate

General fees are nonrefundable.

#### Technology Fee

- 4 or more credit hours . . . . . \$100 per semester
- 3 or less credit hours . . . . . \$25 per semester

### Special Fees - Graduate

Special fees are applicable when appropriate and are nonrefundable:

- Application Fee for Admission or Readmission . . . . . \$50
- Background Check Fee . . . . . \$40
- Credit by Examination Fee
  - Laboratory course . . . . . \$150 per course
  - Non-laboratory course . . . . . \$100 per course
- Credit by Experiential Learning . . . . . \$150 per course
- Intent to Graduate. . . . . \$100 per intent
- Late Payment . . . . . \$100 per semester
- Late Registration or Document Submission. . . . . \$50 per semester
  
- Payment Plan . . . . . \$50 per semester
- Course Audit Fee . . . . . Variable
- Returned Check. . . . . \$25 per check
- Transcript. . . . . \$5 each
- Other allowable components of the student record. . . . . \$5 each
- Tuition Deposit . . . . . \$200
- Curriculum Leave Fee . . . . . \$100
- Course Fee . . . . . Variable

## FINANCIAL ASSISTANCE

The goal of student financial assistance is to provide resources to students that without such funding would otherwise be unable to attend Cabarrus College. 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.

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.

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.
- The total cost of attendance is determined by the financial aid office and may include tuition, fees, room and board, books, transportation, and miscellaneous expenses.
- 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 and are generally credited directly to the student's account.

## TYPES OF FINANCIAL ASSISTANCE

### Federal Grants

#### Federal Pell Grants

Grants awarded to eligible undergraduate students who have not earned a bachelor's or professional degree. Eligibility is based on the FAFSA results, need and credit hours enrolled. The federal government limits the total semesters a student can receive a Federal Pell Grant.

#### Federal Supplemental Educational Opportunity Grant (FSEOG)

A Federal Supplemental Educational Opportunity Grant (SEOG) is for undergraduates with exceptional financial need; that is, students with the lowest (EFCs) with priority given to students who receive Federal Pell Grants. FSEOG is also a need-based grant that does not have to be repaid.

### Loans and Work Study

#### William D. Ford Direct Federal Loans

Congress has passed and the President has signed the Bipartisan Student Loan Certainty Act of 2013, which ties **federal student loan interest** rates to financial markets. Under this Act, interest rates will be determined each June for new loans being made for the upcoming **award year**, which runs from July 1 to the following June 30. Each loan will have a fixed **interest rate** for the life of the loan.

The William D. Ford Federal Direct Loan Program provides loans for students and parents to help pay for the cost of a student's education after high school. The lender is the U.S. Department of Education rather than a bank or other financial institution.

**Direct Subsidized Loans** are for students with demonstrated financial need, as determined by the FAFSA. No interest is charged while a student is in school at least half-time.

**Direct Unsubsidized Loans** are not based on financial need; interest is charged during all periods.

**Direct Unsubsidized Loans** are for Graduate students.

**Students or parents** seeking to receive a direct loan must have a valid master promissory note on record

**New students** apply on-line at [www.StudentLoans.gov](http://www.StudentLoans.gov) and you will use your PIN number from the FAFSA to sign the master promissory note electronically. New students must also complete an "Entrance Counseling" and the "Financial Awareness Counseling" session to receive a Direct Loan. Both of these counseling modules may be found at [www.StudentLoans.gov](http://www.StudentLoans.gov) after you sign into the site. Students or parents with an active master promissory note (MPN) are not required to complete a new MPN

**Direct Plus Loans** are low-interest loans for parents of dependent students. Interest is charged during all periods, beginning on the date of your loan's first disbursement. Parents cannot have an adverse credit history; a credit check will be performed. Parents may apply on-line at [www.StudentLoans.gov](http://www.StudentLoans.gov). Parents will also use their PIN number from the FAFSA to sign the master promissory electronically.

### **Fees & Rates Associated with Direct Loans**

**Loan Origination Fees:** *Most federal student loans have loan fees that are deducted proportionately from each loan disbursement you receive. This means the money you receive will be less than the amount you actually borrow.* For information on current interest rates and origination fees associated with these federal loans please visit: [www.studentloans.gov](http://www.studentloans.gov).

### **Academic Year Loan limits as determined by Federal guidelines:**

- Freshman - \$ 5,500 - No more than \$3,500 of this may be Subsidized Loans
- Sophomore - \$ 6,500 - No more than \$4,500 of this may be Subsidized Loans
- Junior - \$ 7,500 - No more than \$5,500 of this may be Subsidized Loans
- Senior - \$ 7,500 - No more than \$5,500 of this may be Subsidized Loans
- Graduate - \$ 20,500 Unsubsidized only

If you are an independent undergraduate (as defined by federal regulations) or a dependent student whose parents are unable to secure a PLUS loan, you may borrow additional Unsubsidized Direct Loan funds. Academic Year (12 months) Loan Limits:

- First-year undergraduates \$4,000
- Second-year undergraduates \$4,000
- Third-year undergraduates \$5,000
- Fourth-year undergraduates \$5,000

Please find the Cabarrus College code of conduct with respect to Student loans:  
[http://www.cabarruscollege.edu/financial/code\\_of\\_conduct.cfm](http://www.cabarruscollege.edu/financial/code_of_conduct.cfm).

### **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. The total award depends on level of need and funding level for the College. The FAFSA form is required.

### **Local and Endowed 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. These scholarships are awarded by the Cabarrus College scholarship committee based on a combination of criteria including financial need, instructor recommendation, merit, essay response and club and activity participation as well as program of study. The endowed scholarship application is emailed to currently enrolled students.

### **Cabarrus College Bright Futures**

These merit based scholarships are available to first time college students only with no transfer credit regardless of the year of high school graduation. Students with Career and College Promise Program credits (e.g. Advanced Placement, Early College, Huskins, etc.) while in high school will not be penalized and are eligible. Students must enroll as a full-time student (minimum 12 hours per semester, or as determined by program curriculum) in an Associate degree program.

### **CHS Teammate & CHS College Scholarship Program Admission Requirements**

Cabarrus College of Health Science offers a scholarship program for current CHS employees, and graduates from Cabarrus College of Health Sciences, Carolinas College of Health Sciences or Mercy School of Nursing who enroll within one year of ADN graduation to the BSN program.

Admission requirements include:

- The submission of a current unencumbered and active license to practice as a Registered Nurse (if recent graduate, you must submit this prior to classes beginning).
- The submission of a Letter of Intent to the Admissions office at Cabarrus College.
- A minimum GPA of 2.5 in all post-secondary coursework.

### ***Merit Scholarship Levels***

Eligibility and award level are determined by the Director of Recruitment and Retention and notification will be included in the student's acceptance letter.

#### *Gold Merit Scholarship – total value of \$4500*

- Students who have a high school GPA > 4.0 and
- Students who score at or above 1100 on the SAT (> 480v/440m) or > 22 composite on the ACT. Scholarship: \$750 per semester for up to six semesters (with continued eligibility) or associate degree completion; whichever comes first.

#### *Silver Merit Scholarship – total value of \$3000*

- Students who have a high school GPA 3.50 – 3.99 and
- Students who score at or above 1000 on the SAT (> 480v/440m) or > 21 composite on the ACT. Scholarship: \$500 per semester for up to six semesters (with continued eligibility) or associate degree completion; whichever comes first.

*Bronze Merit Scholarship - total value of \$1500*

- Students who have a high school GPA 3.00 – 3.49 and
- Students who score > 950 on the SAT (> 480v/440m) or > 19 composite on the ACT. Scholarship: \$250 per semester for up to six semesters (with continued eligibility) or associate degree completion; whichever comes first.

***Maintaining Eligibility***

Students must maintain a semester Grade Point Average (GPA) at or above a 3.0 for each term of enrollment; students must complete a FAFSA form each year; and students must be continuously enrolled full-time or as determined by program curriculum, to maintain eligibility and retain the scholarship. The scholarship is applied per term and renewable until associate degree requirements are met or up to six academic terms, whichever comes first.

**Community Scholarships (These scholarships are subject to change based on available funding.)**

- Cabarrus County Agricultural Fair Scholarship
- Cabarrus Medical Society and CMS Alliance Scholarship
- Cabarrus Rotary Club Scholarship
- Voiture Forty & Eight Club Scholarship

**Endowed Scholarships**

- Louise Harkey Memorial Scholarship
- Robert Weaver Scholarship
- Dr. John J. and Doris Smerznak Scholarship
- Caroline Walker Memorial Scholarship
- Dr. W. Russell Floyd Scholarship
- Dr. Linny and Joyce Baker Nursing Scholarship
- Kay Linker Pediatric Nursing Merit Scholarship
- Mary “Gibby” Lee Scholarship
- Jean Tippet Partridge Memorial Scholarship
- G.E. Lentz Plumbing and Heating Scholarship
- Anita A. and Terry L. Brown Scholarship
- Dr. & Mrs. Thomas T. Long, III Scholarship
- Volunteers of Carolinas HealthCare System NorthEast Scholarship
- Cabarrus College General Scholarship
- Cabarrus College Student Scholarship
- Johnette Padgett Whitley Nursing Scholarship
- Beatrice Waddell Calloway Scholarship
- Carolinas HealthCare System NorthEast Medical Staff Endowed Scholarship

**Federal Tax Credits**

Students who attend college may be eligible for the American Opportunity Credit and/or the Lifetime Learning Credit. Additional information is available at [www.irs.gov](http://www.irs.gov).

**Foundation Scholarships**

- Lettie Pate Whitehead Scholarship Fund. This is need based, a FAFSA form is required.

## 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
- Foundation for the Carolinas
- The Great 100 Scholarship Program
- North Carolina League for Nursing

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

## VA Benefits

Cabarrus College is approved for VA benefits through the NC State Approving Agency. Go to [www.gibill.va.gov](http://www.gibill.va.gov) for information on VA benefits and how to apply for eligibility. Please contact one of the VA certifying agents listed below for additional information.

Valerie Richard (704) 403-3507

Crystal Tyler (704) 403-1611

## North Carolina Grants

**The award amounts are determined by the North Carolina General Assembly and are subject to change based on available funds.**

*North Carolina Need Based Scholarship program.*

Eligibility for this program is based on financial need as determined by a current FAFSA form. Students must be North Carolina residents as determined by the financial aid office and the North Carolina State Residency Tool. Students who already have a previous Bachelor's degree will not be eligible for this funding. Students must be enrolled in nine or more program required course hours. This grant is not available for summer terms.

## Service Cancellation Opportunities:

Forgivable Education Loans for Service Program (FELS). Program details are available at <http://www.cfnc.org/FELS>.

## CONSEQUENCES OF NON-PAYMENT

Students are responsible for all financial obligations to the College. The College may take the following measures for students not meeting financial obligations:

- deny admission to class or clinical activities
- deny registration
- dismissal from the College
- withhold official grades and transcripts
- withhold the granting of degrees, diplomas or certificates
- deny participation in graduation activities
- add a late fee to student account
- submit student account to collections agency

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.
- Tuition and fees are subject to change each academic year.

**Payment due dates are available on the website and the academic calendar listed in this document.**

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

Students must comply with the satisfactory academic progress policy to continue to qualify for financial aid at Cabarrus College. This policy meets the minimum statutory and regulatory federal requirements for qualitative and quantitative measures.

Satisfactory academic progress is measured once each academic year at the end of the spring semester for degree students. For students who have been approved for a change of major, progress is measured before they begin classes in the new program. For Diploma students, academic progress is measured at the end of each semester. Students who withdraw or take a curriculum leave of absence will have Satisfactory Academic Progress measured upon their return and before enrolling. The Financial Aid Director will review students who receive financial aid to determine their eligibility to continue to receive financial aid based on both qualitative and quantitative criteria.

#### **Qualitative Measure**

- Undergraduate students must maintain a 2.0 cumulative Grade Point Average.
- Graduate students must maintain a 3.0 cumulative Grade Point Average.
- Only the grade obtained for repeating the course will be used in determining the Grade Point Average and is considered the final grade.

#### **Quantitative Measure**

- Hours Attempted: 67% of the total credit hours attempted must be successfully completed. Hours attempted include transfer hours accepted, hours for courses that are repeated, and hours from course withdrawal.
- Maximum Time Frame: Federal regulations limit the maximum timeframe to no more than 150% of the length of the program as measured in credit hours. Hours attempted include transfer hours accepted, hours for courses that are repeated, and hours from course withdrawal.
- Examples of the 150% rule are: Associate degree programs (ADN): 72 credit hours x 150% = 108 credit hours attempted. Diploma programs (ST-D): 39 credit hours x 150% = 59 credit hours attempted. Baccalaureate degree completion programs (BSN): 59 credit hours x 150% = 89 credit hours attempted. Master's degree (MOT): 70 credit hours x 150% = 105 credit hours attempted.

The quantitative and qualitative standards used include all periods of enrollment even periods in which students did not receive Financial Aid. For students who change majors, only the credits attempted and accepted by the Office of Student Records and Information Management toward the new major will be included in the calculation of the SAP.

## Appeals

Satisfactory academic progress decisions (except the 150% rule) may be appealed in writing to the Dean for Student Affairs and Enrollment Management. The appeal must be in writing and must include:

- student's name
- the last 4 digits of the social security number
- facts upon which the appeal is based
- a statement of why the student failed to meet the SAP requirements and what has changed to allow the student to be successful

Appeals generally given consideration involve the following:

- extended illness or hospitalization of the student
- an accident which incapacitates the student for an extended period of time
- death or extended illness of an immediate family member
- unusual financial/work related situations

Students will be notified of the appeal decision within two weeks of receipt of the written appeal request. Students granted an appeal will be considered to be on SAP Probation and may receive available Financial Aid for one semester only. A student not granted an appeal is not eligible to receive Financial Aid until they meet all of the SAP requirements. SAP Probation is only granted one time per student.

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

## 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 for aid;
- Know and comply with the College's refund procedures;
- Notify the financial aid office of any change in course load;
- Notify the 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 704-403-3507.

## 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 are the deadlines for submitting applications for each of the financial aid programs available?
- What is the cost of attending and what are the policies 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.)

## REFUND POLICY

All students (excluding continuing education) who withdraw from the College may be refunded tuition upon the student's written request in accordance with the following schedule:

Date on official Withdrawal Form is: . . . . .	% of Tuition Refunded
• On or before the end of drop/add. . . . .	100%
• Within the first 10% of the semester days enrolled . . . . .	90%
• From 11% to 25% of the semester days enrolled . . . . .	50%
• From 26% to 50% of the semester days enrolled . . . . .	25%
• After 50% of the semester days enrolled . . . . .	0%

Tuition 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 in this publication). Absence from class does not constitute official withdrawal.

Title IV funds are awarded to a student under the assumption that the student will attend school for the entire period for which the assistance is awarded. When a student withdraws, the student may no longer be eligible for the full amount of Title IV funds that the student was originally scheduled to receive. If

a recipient of a Title IV grant or loan funds withdraws from a school during the semester, the amount of the Title IV grant or loan assistance earned by the student must be determined. If the amount disbursed to the student is greater than the amount the student earned, unearned funds must be returned.

The student must obtain the signature of the Director of Financial Aid on the withdrawal form and the calculation of and return of Title IV funds is completed according to federal requirements. 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. All withdrawal forms must be submitted prior to the end of the semester.

## **ACADEMIC INFORMATION AND POLICIES**

### **ACADEMIC CLASSIFICATION**

#### Certificate-Seeking Students:

Status does not vary by credit hours earned

#### Diploma Seeking Students:

Freshman – status does not vary by credit hours earned

#### Associate Degree-Seeking Students:

Freshman - 00-29 semester credit hours earned

Sophomore - 30 or more semester credit hours earned

#### Bachelor Degree-Seeking Students:

Junior - 60-89 semester credit hours earned

Senior - 90 – 120 or more semester credit hours earned

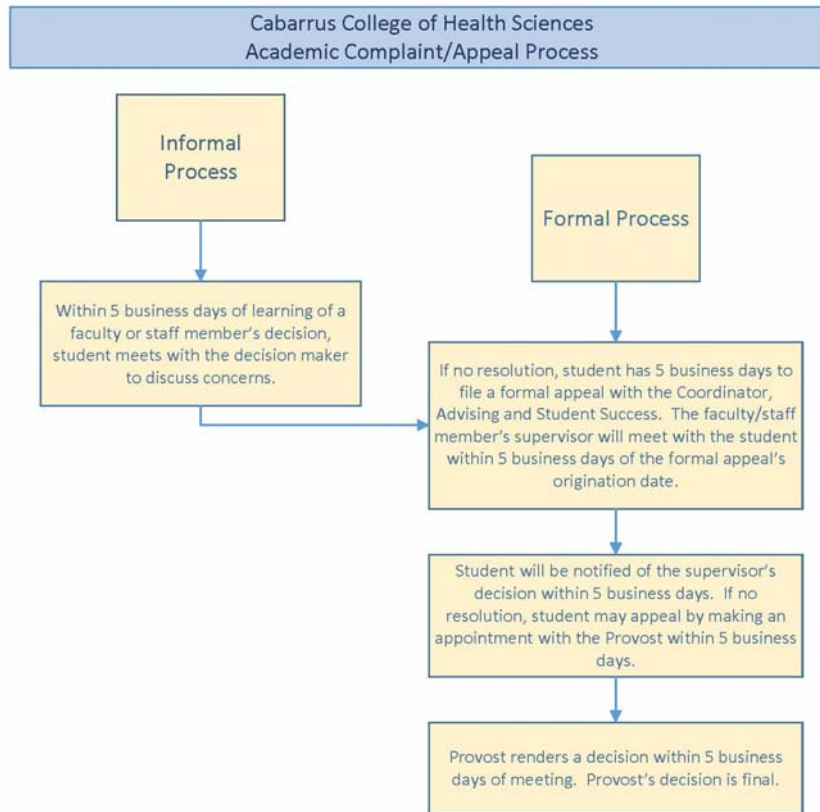
#### Master Degree-Seeking Students:

Graduate Student – status does not vary by credit hours earned

“Credit hours earned” includes hours approved as transfer credit.

### **ACADEMIC COMPLAINTS AND APPEALS**

The following are processes and procedures for academic appeals. The Coordinator of Advising and Student Success is available for consultation and assistance. All academic appeals must be submitted using the Academic Appeal Checklist located under Forms on the College website. If College personnel are away during the stated timelines, processes may be delayed until their return to the office or in rare situations, a designee may be appointed to resume the process.



### Appeal of Grade

If a student has a grievance concerning any grade or believes instances of perceived unfair treatment negatively impacted his or her grade, he or she may appeal the grade. It is the intent of these provisions to guarantee fair procedure rather than to interfere with the prerogative of the faculty to evaluate the quality of a student's coursework.

Procedure: A student may appeal a grade by following these steps:

1. The student begins the appeal process by submitting the Appeal Checklist to the instructor or Coordinator for Advising and Student Success, and by meeting with the instructor within five (5) days of receipt of the grade. The student is encouraged to consult with his or her faculty advisor or the Coordinator for Advising and Student Success for assistance with completion of the form and explanation of the appeal process.
2. The instructor will notify the student of their decision, in writing, within five (5) business days of the date of the meeting with the student. The faculty member will return the original Appeal Checklist and any supporting documentation to the Coordinator of Advising and Student Success.
3. If not satisfied with the decision of the instructor, the student must submit a written appeal to the Program Chair of the instructor involved within five (5) business days of the instructor's decision.
4. The Chair will request the Appeal Checklist from the Coordinator of Advising and Student Success, and must meet with the student within five (5) business days of receiving the student's written appeal. The Chair, or designee if the Program Chair is the instructor involved, serves as a mediator and attempts to resolve the concern through mutual agreement. The Chair or designee will provide a written decision within five (5) business days of the date of the meeting with the student and will return the original Appeal Checklist and any supporting documentation to the Coordinator of Advising and Student Success. The student's faculty member and academic advisor also will be notified.

5. If either party (student or instructor) disagrees with the decision of the Chair, he or she may request that the Provost review the decision. This request must be received in writing no later than five (5) business days after the date of the Chair's or designee's written decision.
6. The Provost or his/her designee may request all relevant documentation and may meet with the parties concerned. The Provost or designee will provide his/her decision in writing within five (5) business days of receiving the appeal. The written decision of the Provost's Office is final and not subject to further review. The Provost or designee will complete the Appeal Checklist and return the original to the Coordinator of Advising and Student Success. Copies will be maintained in the Provost's office and also will be distributed to the faculty member, Program Chair, and academic advisor.

### **Appeal of Academic Policy Decision**

A student with a grievance concerning the administration of academic policy including but not limited to transfer credit evaluation, leaves of absence, academic freedom, course withdrawals, or program dismissal may file a formal appeal. To be considered, an appeal of academic policy must be initiated within five (5) business days of the date of action or official notification of the decision.

Procedure: A student may appeal an academic policy decision by following these steps:

1. The student begins the appeal process by meeting with the Coordinator of Advising and Student Success to discuss the appeal process, obtain the Appeals Checklist, and submit applicable documentation of the appeal within five (5) business days of the incident. The Coordinator of Advising and Student Success will forward the Appeal Checklist and any supporting documentation to the faculty or staff member whose actions gave rise to the appeal. The student may opt to obtain the Appeals Checklist from the website and directly contact the person with whom they have a grievance.
2. The faculty or staff member will meet with the student to discuss the appeal within five (5) business days of the initiation of the Appeal Checklist. A written decision will be rendered within five (5) business days of the date of the meeting with the student. The student's academic advisor and Program Chair will also be notified.
3. If satisfactory resolution is not achieved, the student must meet with the Coordinator of Advising and Student Success to continue the appeal process. The Coordinator of Advising and Student Success will forward the Appeal Checklist and any supporting documentation to the appropriate supervisor or in some cases the Provost dependent upon the policy under review.
4. The supervisor, Provost, or Provost's designee will meet with the student to discuss the appeal within five (5) business days of receiving the Appeal Checklist. Within five (5) business days of the date of the meeting with the student, the supervisor or Provost (or Provost's designee) will render a written decision. The student's academic advisor and Program Chair also will be notified.
5. The student has a right to appeal to the level of the Provost following the aforementioned process and timelines as outlined in steps three and four. The decision of the Provost shall be final and is not subject to further review.

### **Appeal of Academic College Dismissal**

Procedure: A student may appeal an academic dismissal by following these steps:

1. The student must submit the Appeal Checklist to the Director of Student Records and Information Management within five (5) business days of the dismissal letter date. The appeal should include: a) relevant documentation of extenuating circumstances, b) a reflection of the circumstances that resulted in the dismissal, and c) a plan of action to avoid similar situations in the future.
2. Upon receiving the student's written appeal, the Director of Student Records and Information Management will review the Appeal Checklist and other relevant documents, and may talk

directly with the student and appropriate academic affairs members (e.g. faculty member(s), Provost, etc.). The Director of Student Records and Information Management will inform the student of the decision in writing within five (5) business days of receipt of the student's appeal. The student's academic advisor and Program Chair also will be notified.

3. If the student disagrees with the decision of the Director of Student Records and Information Management he or she may request that the Provost review the decision. This request must be received in writing no later than five (5) business days after the date of the decision in Step 2. The Provost or his/her designee may request all relevant documentation and may meet with the parties concerned. The Provost or designee will provide a decision in writing within five (5) business days of the receipt date of the appeal. The student's academic advisor and Program Chair also will be notified. The decision of the Provost's Office shall be final and not subject to further review.

## **ACADEMIC LOAD**

Students may be enrolled on either a full time or part time basis. A graduate student enrolled in nine (9) or more semester hours is considered to be a full-time student. All other graduate students are considered part-time. An undergraduate student who is enrolled in twelve (12) or more semester hours is considered to be a full-time student. All other undergraduate students are considered part time. Twelve (12) credit hours are considered a maximum academic load for graduate students and seventeen (17) credit hours are considered a maximum load for undergraduate students. Special permission must be obtained from the College administration to exceed these limits.

## **ACADEMIC PROBATION & DISMISSAL**

Any graduate student with a cumulative GPA of 2.99 or lower or any undergraduate student with a cumulative GPA of 1.99 or lower at the end of any semester will be placed on academic probation. "Academic Probation" will appear on the official transcript. (NOTE: Academic Probation may include stipulations, remediation, and a redesigning of the student's curriculum plan). The Provost or designee will send a letter alerting the student to his/her probationary status. Students on Academic Probation are required to meet with the Coordinator for Advising and Student Success to develop a Student Success Plan, prior to registration for the following term. A student who is on academic probation has two (2) semesters, which may include summer sessions depending on the program, to achieve minimum cumulative GPA standards (3.00 graduate; 2.00 undergraduate) or to meet program specific academic progression requirements. Summer session will be included as a consecutively enrolled semester for the following programs: Master of Occupational Therapy, Medical Assistant, Occupational Therapy Assistant, and Surgical Technology.

If an undergraduate student has fewer than 12 cumulative credit hours, the student will have an additional semester (or three total consecutively enrolled semesters) to increase both the credit hours to 12 and the cumulative GPA in order to be removed from academic probation. Graduate students must be enrolled as defined by credit hours or program requirements during the subsequent term. At the end of the subsequent term, the graduate student must increase his/her cumulative GPA to the minimum requirement or above, in order to be removed from academic probation. Students should inquire if the restriction of probation will have any financial aid consequences for their particular case, by consulting with the office of Financial Aid.

Being placed on academic probation in and of itself is not subject to appeal.

Failure to meet the probationary requirements as described above will result in academic dismissal. Students dismissed from the College will be notified in writing from the Office of Student Records and Information Management and will not be eligible for tuition refunds. A student may appeal a dismissal based on extenuating circumstances by following the Academic Appeals procedure.

## **ACADEMIC PROGRESSION**

### **Graduate Programs**

All graduate students must:

- Register and enroll in course work every fall, spring and summer session until program completion.
- Meet and maintain current health and orientation requirements as specified by the College and clinical agencies.
- Satisfactorily complete all prerequisite courses before enrolling in subsequent courses.
- Earn at least a “C” (73-76) as a final grade in each major course in order to enroll in the subsequent major course(s) or to graduate.
- Maintain a cumulative grade point average of “B” (3.0) or higher.
- Complete Level II Fieldwork within 24 months of the required academic coursework if enrolled in the Occupational Therapy program.

### **Undergraduate Programs**

All undergraduate students must:

- Register and enroll in course work every fall and spring semester (and summer sessions for some degree programs) until program completion.
- Meet and maintain current health and orientation requirements as specified by the College and clinical agencies.
- Maintain a current, unrestricted RN license or appropriate certification if enrolled in the nursing baccalaureate completion program.
- Satisfactorily complete all prerequisite courses before enrolling in subsequent courses.
- Earn at least a score of 80 as a final grade in each major course in order to enroll in the subsequent major course(s) or to graduate.
- Earn a minimum score of 70 as a final grade in each of the non-major courses in order to progress.
- Maintain a cumulative grade point average of “C” (2.0) or higher in baccalaureate programs, except in Interdisciplinary Health Studies wherein a student must graduate with a cumulative grade point average of “B” (3.0) or higher to progress into the Master of Occupational Therapy program.
- Maintain a cumulative grade point average of 2.0 or higher in associate degree and diploma programs at the end of the first academic year or the equivalent (minimum 24 credit hours).
- Complete Level II Fieldwork within one year of the required academic coursework if enrolled in the Occupational Therapy Assistant program.

Only one 200 level course may be counted toward baccalaureate completion course requirements.

## **ACADEMIC RESIDENCY**

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

## **ACADEMIC SUSPENSION**

If at any time it is the judgment of the faculty and/or administration that a student has failed to meet the academic, behavioral or health policies of the College, the student may be academically suspended. A student may be suspended for a specific period of time to allow time for fact-finding and decision-making regarding the incident/issues in question. During a suspension, a student may not be allowed to participate in any College activities.

## **ATTENDANCE**

The Cabarrus College faculty expect students to consistently attend and participate in all academic courses in which they are registered. Attendance refers to all required on-campus classes, laboratory sessions, clinical/fieldwork and related experiences, as well as active participation in distance education activities as outlined in the course syllabi. Absences interfere with the student receiving the full benefit of the educational experience and therefore should only occur in emergency situations such as personal illness, family illness, or death of a close family member.

In order to meet academic attendance expectations, all students must have access to the internet, a telephone, Cabarrus College email, the Learning Management System email, and as applicable, transportation services. All students are expected to keep their contact information up to date in Sonis and check their College email account, personal phone, and the College website for announcements concerning College closings, delays or rescheduling due to inclement weather, faculty absences, facility closing or other emergencies impacting student attendance.

Students who stop attending a course should officially drop the course or be subject to involuntary withdrawal by the instructor. For additional information, please refer to the Withdrawal section.

## **AUDITING A COURSE**

A student may be permitted to attend and participate in a course for self-enrichment but not for academic credit. Permission of the course instructor is required for a student to audit a course.

## **CHANGE OF LEVEL**

Students who desire to change level within a program (i.e. diploma to associate degree, certificate to bachelor's degree or associate degree to diploma) must submit a completed Request for Change of Level form to the Office of Student Records and Information Management. Forms must be submitted prior to published deadlines if graduation plans are impacted.

## **CHANGE OF MAJOR**

Applications for change of major can be made at any time. Associate in Science students seeking admission into a clinical program generally should request change of major during the second semester of study. Requests received by the published application deadlines for each semester are guaranteed for consideration and decision prior to course registration for the following semester. Applications for change of major are considered on a competitive basis. Criteria for change of major requests include: meeting any minimum standardized test score requirements; academic history (high school and college); grades in science and math courses; and grades in courses enrolled in at Cabarrus College, especially science and math courses. It is the student's responsibility to ensure that they meet all program admissions criteria.

If a change of major is desired, students should contact the Coordinator of Advising and Student Success to facilitate the process. Student requests for change of major will be reviewed and decided upon by the appropriate academic Program Chair. Admission into one program does not guarantee admission into another program. A change of major acceptance is contingent upon successful completion of currently enrolled coursework, continued good academic standing at

Cabarrus College, and fulfillment of any additional program specific requirements.

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

It is the responsibility of all students to notify the College 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.

## **CLINICAL AND FIELDWORK AFFILIATIONS**

Cabarrus College of Health Sciences has formal clinical arrangements with over 200 healthcare agencies in its service region. These agencies include acute care organizations, physician office practices, mental health services, long term care facilities, and community health providers. Primary affiliates include: Carolinas HealthCare System NorthEast, Carolinas Healthcare System, Caromont Health, Novant Presbyterian, Stanly Regional Medical Center, Novant Rowan, Cabarrus Family Medicine, InSight Imaging, 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 AND FIELDWORK EXPERIENCES**

Clinical and fieldwork experiences are an integral part of the educational experience of Cabarrus College students. Prior to enrolling in the first clinical course in any major, students are required to submit evidence of current BLS for healthcare providers as well as up to date immunization requirements. Placement into specific sites is determined by and is the responsibility of the faculty of the program. Students are expected to follow the guidelines developed by Cabarrus College of Health Sciences and the individual agencies regarding expected behaviors. Each agency reserves the right to require proof of the student's health insurance coverage, evidence of a criminal background check and recent drug screen, and to determine the appropriateness of the student's conduct and activity for purposes of continuing at the facility. Students are expected to provide their own transportation to and from the affiliating agencies.

## **COLLEGE GRADING SYSTEM**

### **Grading Scale:**

A	=	93-100
A-	=	90-92
B+	=	87-89
B	=	83-86
B-	=	80-82
C+	=	77-79
C	=	73-76
C-	=	70-72
D+	=	67-69
D	=	63-66
D-	=	60-62
F	=	less than 60

Recorded numerical grades will be rounded to the next whole number; however, this will not be done until the end of the term, when the final average is calculated. If a grade is five tenths or greater, it will be rounded to the next whole number.



## **Other Designations:**

### **AU= Audit/No Credit**

This is noted when a student has been permitted to attend and participate in a course for self-enrichment but not for academic credit.

### **I=Incomplete**

This is a temporary grade assigned at the discretion of the instructor when a student who is otherwise completing the course satisfactorily has not, due to various circumstances, completed all the work in the course. The student who receives an “I” grade must complete the work no later than the beginning of final examinations of the following semester (not including summer), earlier if possible. The instructor may request an extension in unusual circumstances by obtaining, completing (including all signatures) and submitting the necessary form to the office of Student Records and Information Management. If the previous conditions are not met, the Incomplete grade is automatically converted to an “F” grade.

### **WF= Withdrawal Failing**

This indicates that the student had a failing grade as of the last date of class attended prior to withdrawal/dismissal.

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

## **COMPLIANCE WITH FEDERAL COPYRIGHT LAW**

Compliance with federal copyright laws (34 CFR 668.43(a)(10)(ii)) is expected of all students, faculty, and staff at the College. Except as allowed by law it is a violation of policy to reproduce, distribute, display, publicly perform, digitally transmit or prepare derivative works based upon a copyrighted work without permission of the copyright owner. No faculty, student or employee may make, store, transmit or make available unauthorized copies of copyrighted materials using College computers, networks or storage media.

Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute a copyrighted work. In the file-sharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement.

Campus users are reminded that Federal copyright laws (34 CFR 668.43(a)(10)(ii)) apply to many forms of intellectual property including copyrighted music and videos. Cabarrus College users are prohibited from distributing copyrighted materials through illegal downloading or peer-to-peer distribution of intellectual property.

The College encourages the legitimate downloading of copyrighted material through recognized channels such as Amazon.com, iTunes, and other known repositories. Lists of legal download sources are provided by:

- [EDUCAUSE](#)
- [Recording Industry Association of America](#)
- [Motion Picture Association of America](#).

Instances of violations are subject to College policies (08-06) where violators may face disciplinary action leading up to or including probation, suspension, or dismissal and Federal Laws as described below.

Liability for copyright infringement can include civil and criminal penalties along with damages up to \$150,000 for each unauthorized use. Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to \$250,000 per offense. For more information, please see the website of the U.S. Copyright Office at [www.copyright.gov](http://www.copyright.gov), especially the FAQs at [www.copyright.gov/help/faq](http://www.copyright.gov/help/faq).

## **CONCURRENT ENROLLMENT**

After matriculating with Cabarrus College, students are expected to take all coursework for the certificate, diploma, or degree at Cabarrus College. Transfer credit will not be awarded to students concurrently enrolled at another institution of higher education unless prior permission has been granted by the Provost. Students may request special permission by contacting the Director of Student Records and Information Management.

## **CO-REQUISITES**

Co-requisite courses refer to courses that must be taken concurrently in the same semester, unless one or more of the courses were successfully completed in a previous semester. Co-requisites typically occur with lecture and lab sections in science, and with lecture and clinical sections in nursing and allied health.

## **CREDIT HOUR DEFINITION**

The College's academic calendar provides a framework for awarding academic credits through its fall and spring semesters, as well as summer sessions. The graduate semester encompasses fifteen weeks of instruction and student learning, of which a final exam period is included. The graduate summer session spans twelve weeks. The undergraduate semester consists of sixteen weeks of instruction and student learning, which includes a final exam period. The undergraduate summer session includes ten-week course offerings and five-week course offerings.

### On-Campus Lecture Courses

Cabarrus College utilizes the Carnegie Unit as its benchmark for determining credit hours for on-campus lecture courses. Students who participate in one (1) hour of classroom or direct faculty instruction (one contact hour) and a minimum of two (2) hours per week in study, research, or other out-of-class work for 15 weeks in a graduate semester or for 16 weeks in an undergraduate semester will be awarded one academic credit. As is best practice in higher education, a contact hour equals 50 minutes. Thus for on-campus lecture courses, a minimum of fifteen (15) contact hours is needed to earn one semester credit hour.

### Distance Education Courses, Independent Studies, Internships, and Practica

For online and hybrid courses, the College expects students to engage in a minimum of three (3) hours of study, research, and/or participation in required class activities for fifteen (15) weeks in a graduate semester or for sixteen (16) weeks in an undergraduate semester in order to earn one semester credit hour. The rigor of such activities shall be equivalent to those required by face-to-face courses to ensure achievement of the College's mission of preparing exemplary healthcare professionals. Verification of the amount of student work needed to earn a credit hour will be represented in the course student learning outcomes and assignments, and verified by evidence of student achievement.

Other Cabarrus College courses with less structured schedules, such as independent studies, internships, and practica, also are expected to verify the amount of student work needed to earn a credit hour. Determination shall be informed by discipline-specific accrediting bodies and best practices. Student workload shall be represented in the course student learning outcomes and assignments, and verified through evidence of student achievement.

#### Laboratory, Clinical, and Fieldwork Courses

Students participating in laboratory, clinical, and fieldwork courses generally will be awarded one (1) semester credit hour for successfully completing three (3) contact hours of learning activities each week for one semester. Exceptions may include but are not limited to associate degree courses not intended for transfer and require the approval of the Provost and Curriculum Committee.

#### Physical Education Courses

Students participating in physical education courses will be awarded one semester credit hour for successfully completing two (2) contact hours of learning activities each week for one semester.

#### Courses Offered in a Compressed Timeframe

Credit hours may be earned for coursework completed during shortened sessions (e.g., summer sessions, accelerated delivery programs, mini-mesters). The amount of student work required to earn a semester credit hour in a compressed timeframe will be comparable to the total amount of work required for a 15-16-week semester. The amount of student work expected per week shall be increased proportionate to the diminishing number of weeks. For on-campus courses, a proportionate amount of time will be added to each class period to ensure the total number of contact hours are equivalent to those of a full-length semester.

## **DIVERSITY EDUCATION**

Cabarrus College faculty and staff are committed to enhancing cultural competence in healthcare delivery by increasing students' awareness of diverse populations throughout the curricula and offering a service learning capstone in many of our programs. The necessity and benefits of being culturally competent are emphasized continually in selected courses. Discussion and assignments reiterate the importance of cultural competency education in relation to the care of diverse populations.

The many benefits of service learning are outlined in academic literature with conclusive evidence that these experiences have a significant impact on student outcomes. Service learning supports the College's core value of teamwork and our desire to embrace diversity. Cabarrus College identifies service learning as a teaching-learning strategy that embraces collaboration with community partners to:

- Promote structured learning through active participation in diverse environments,
- Develop enhanced curricular objectives with rich learning experiences to translate theory into real-life situations,
- Provide meaningful community service that results in reciprocity between the student and population served and,
- Foster personalization and self-reflection in order to develop critical thinking and reasoning abilities.

The journey toward achieving cultural competence is life-long. The College endeavors to enhance our students' cultural competence in healthcare delivery by utilizing best practices in service learning and immersion in diverse situations. Between pedagogy within coursework and service learning our students will have opportunities to enhance leadership skills, increase their civic

engagement and gain a deeper understanding of the complexity of social issues.

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

Students may add a course at any time during the registration period, but not beyond the fifth (5<sup>th</sup>) business day of the semester.

Students may drop a course at any time during the semester prior to the week of the course's final exam. The procedure and consequences vary and are outlined below.

If the student drops a course during the first five (5) business days of the semester, the student is considered never enrolled and the course will not be listed on an official transcript.

After the five-day limit, dropping a course will follow the course drop policy which states:

The last day to drop a course without academic penalty is at 60% of the course. The date will be published in the College calendar and the catalog. A student who drops a course on or before this date will receive a 'W'. A student who drops a course after this date will receive a "W" if passing and a 'WF' if failing.

Should a student stop attending a course at any time without officially dropping the course, the student is considered enrolled and will receive the grade earned in the course and is responsible for the full tuition.

Students must use the Course Drop Form (see "Forms" on the Cabarrus College website) to drop a course after the Drop/Add period. The course drop form applies anytime the student withdraws from the course.

## **GOOD STANDING**

In order to remain in good standing, students (full and part-time) are required to maintain the cumulative grade point average required by their respective academic program.

## **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 scale:

### **Calculated in GPA**

A	=	4.00 grade points
A-	=	3.70 grade points
B+	=	3.30 grade points
B	=	3.00 grade points
B-	=	2.70 grade points
C+	=	2.30 grade points
C	=	2.00 grade points
C-	=	1.70 grade points
D+	=	1.30 grade points
D	=	1.00 grade points
D-	=	0.70 grade points
F	=	0.00 grade points

## Not Calculated in GPA

I	=	Incomplete
W	=	Withdraw Passing
WF	=	Withdraw Failing
AU	=	Audit
PC	=	Proficiency Credit
CE	=	Credit by Examination
R	=	Course Repeated
AP	=	Advanced Placement
U	=	Unsatisfactory
*	=	Transfer or non-credit courses

## GRADE WARNING SYSTEMS

The College has devised two formal grade warning systems to help students attain a successful educational experience. The early alert warning system allows faculty and staff to identify students with academic concerns after the fourth week of the semester. Students are contacted by the Coordinator of Advising & Student Success to schedule an appointment to discuss resources available and to develop a plan for improvement. After official midterm grades have been reported, any undergraduate student with a D+ or below in a non-major course or C+ or below in a major course receives notification from the Dean, Student Affairs & Enrollment Management. These students are required to meet with the Coordinator, Advising and Student Success to develop a Student Success Plan. Early warnings allow the students ample opportunity to correct academic behaviors either before midterm or final grades are assigned.

## GRADUATE STUDY BY UNDERGRADUATE STUDENTS

Upper division undergraduate students may request permission to enroll in graduate level courses if they have a cumulative grade point average of 3.0 or above and have satisfactorily completed all prerequisite coursework. Students enrolled into accelerated programs that lead to a combined bachelor's and master's degree are exempt from requesting special permission.

A graduate course taken by an undergraduate is counted toward the student's bachelor's degree in the same way that upper-division courses are counted, unless the course is reserved for graduate credit. Courses reserved for graduate credit may not also be used to fulfil the requirements of an undergraduate degree.

Students matriculated into accelerated programs that lead to a baccalaureate and a master's or first professional degree, non-matriculated students, special students and matriculated undergraduate students taking courses in excess of degree requirements pay graduate tuition for graduate courses.

## GRADUATION MARSHALS

Marshals will be selected from those undergraduate students having the highest GPAs (minimum cumulative GPA of 3.00) and at least 15 credit hours earned at Cabarrus College of Health Sciences. Up to six (6) student Marshals will be chosen for the fall and spring graduation ceremonies, with representation from both the associate degree and baccalaureate degree seeking programs.

## GRADUATION RATE DISCLOSURE STATEMENT

The calculation of graduation rates below are listed as the percentage of diploma/degree-seeking undergraduate students in a particular year (entering cohort) completing their program on time (150%).

### **Diploma Programs: Fall**

	2011	2012	2013
Graduated on Time	59%	58%	77%
Graduated	71%	75%	92%

### **Associate Degree Programs: Fall**

	2011	2012	2013
Graduated on Time	66%	60%	34%
Graduated	71%	60%	34%

### **Bachelor Degree Programs: Fall**

	2011	2012	2013
Graduated on Time	47%	84%	29%
Graduated	63%	84%	29%

## **GRADUATION REQUIREMENTS**

Each student must submit the following forms to the Office of Student Records and Information Management:

- Intent to Graduate – completed the semester prior to graduation. Refer to the current Academic Calendar for due date.
- Graduation Clearance – completed prior to graduation

Each student must meet the following requirements:

- complete a minimum of one-third of the total credit hours needed for graduation at Cabarrus College; the minimum must include at least 50% of the credit hours in the major (graduate students)
- complete a minimum of 25% of the total credit hours needed for graduation at Cabarrus College; the minimum must include at least 50% of the credit hours in the major (undergraduate students) with the exception of a diploma to associate degree program in which students must complete a minimum of 25% of the total credit hours.
- all financial obligations of the College must be current
- minimum cumulative GPA of 3.00 for graduate students and 2.00 for undergraduate students
- all requirements of the curriculum in which the student is enrolled
- register for and complete the post ETS Proficiency Profile during the last semester of enrollment (associate and baccalaureate degree students only)

Students who are scheduled to complete all program requirements no later than the last day of the second summer session following spring commencement may participate in the spring exercises, with program chair certification. This includes students lacking no more than six semester hours of credit toward completion of all degree requirements or who have a single internship or practicum worth no more than fifteen credit hours, which will be graded on a pass/fail basis. Students must submit all necessary paperwork for graduation (see above) by the stated deadline in order to participate.

A student may not participate in two separate graduation exercises for the same degree.

## **HONORS AND DISTINCTIONS**

### President's and Provost's Lists

Undergraduate students who have completed a semester with a minimum load of 12 graded semester hours of degree credit (full-time student) and who have earned a Grade Point Average of 3.50-4.00 will be recognized and placed on the "President's List." Full time students who achieve a Grade Point Average of 3.20 – 3.49 for the semester are recognized and placed on the "Provost's List."

### Graduation with Honors

Undergraduate students receive graduation honors in one of three categories by attaining the requisite grade point averages in all course work taken at Cabarrus College of Health Sciences: Cum Laude (3.20-3.59), Magna Cum Laude (3.60-3.89) and Summa Cum Laude (3.90-4.00).

### Graduation with Distinction

Cabarrus College promotes interdisciplinary interactions between students in both academic as well as outside-the-classroom experiences. Students are encouraged to learn about the roles and responsibilities of the different healthcare professions and to share ideas with colleagues in the different programs as a means of enhancing inter-professional communication and teamwork skills.

As part of the College's initiative to advance interdisciplinary and integrative learning, undergraduate students have the unique opportunity to graduate with distinction. To be eligible, students must complete four required "beyond-the-classroom activities", create an approved portfolio of experiences, present a poster presentation to the College community, and maintain at least a 2.50 GPA. Students who earn this distinction will be recognized at graduation and a special seal will be placed upon their transcripts to share with future employers.

## **INCOMPLETE GRADE**

When a student needs extra time to complete student learning outcomes because of illness or other extenuating circumstances, the instructor may give a grade of "I" (Incomplete) as a temporary grade. An "I" is not to be given to a student already doing failing work. The student who receives an "I" grade must complete the work no later than the beginning of final examinations of the following semester (not including summer), earlier if possible. The instructor may request an extension in unusual circumstances by obtaining, completing (including all signatures) and submitting the necessary form to the office of Student Records and Information Management. If the previous conditions are not met, the Incomplete grade is automatically converted to an "F" grade.

## **OBTAINING GRADE REPORTS**

Grade reports with grade point averages are available online using SONISWEB at the end of each semester.

## **PRE-REQUISITES**

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

## **REPEATING COURSES**

A student may enroll in a course a maximum of two (2) times (this includes courses attempted and/or completed). A student may repeat a maximum of two (2) major courses per admission, except in associate degree nursing wherein students may repeat a maximum of one (1) nursing major course per admission. There are no restrictions on the number of general education courses

that can be repeated. The second enrollment will be on a space available basis at the time of registration. Only the grade obtained on 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 RESEARCH**

Proposed research involving human subjects must be approved by a sponsoring faculty member, the Provost, and the Carolinas HealthCare System Institutional Review Board (IRB) before actual research can begin. The IRB meets monthly. The IRB Policy and Procedure Manual and some of the accompanying forms are available on the CHS intranet. IRB policies and forms are made available to students through faculty members responsible for supervising the research project.

## **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 Student Consent to 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.

## **WITHDRAWAL**

Cabarrus College provides a formal system that guides the College and the student through the voluntary and involuntary withdrawal processes. Withdrawal from a course or the College may be voluntary (requested) or involuntary (dismissal).

### **From a Course**

#### Voluntary Withdrawal

A student may withdraw from a fall or spring semester course up to 1 week (5 class days) after mid-semester (last day to drop a course without academic penalty) and receive a “W” providing the student completes the form and secures the required signatures. A student may withdraw from a five-week session course no later than the end of the third week of the session. An undergraduate student may withdraw from a full summer session course no later than 4 weeks from the last day of the full summer drop period. A graduate student may withdraw from a full summer semester session course no later than the first day of the 7<sup>th</sup> week. 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.

#### Involuntary Withdrawal

Students are expected to actively engage in their courses by attending each class, lab, or clinical meeting and by completing all assigned learning activities (daily assignments, quizzes, papers, problem-sets, etc.). Failure to routinely complete assignments or attend class places students in jeopardy of being administratively withdrawn. The course faculty maintain the right to administratively withdraw a student from their respective course(s). The Provost maintains the right to withdraw a student from any courses or from the College, and to revoke that student’s registration at any time during a semester or term for failure to comply with academic requirements including, but not limited to:

1. Failure to attend classes for a consecutive time period equal to 12.5% of the course duration.
2. Missing an excessive amount of scheduled class time equal to 25% of the course duration.
3. Failure to maintain an online presence as expected for the course and College activities.



Involuntary withdrawal from a class after the end of the drop/add period and before the 65% point in the class will be recorded as a “W” grade, which will appear on the student’s transcript but will not be calculated in Grade-Point Average. If involuntary withdrawal is past the 65% point in the class, the student will receive a grade of “WF” or the grade earned.

Voluntary or involuntary course withdrawals may affect a student’s financial aid awards.

### **From the College - Leave of Absence or Withdrawal (Voluntary)**

The College requires that all degree-seeking students enroll in course work every fall and spring semester during their academic career. Some degree programs may require summer enrollment. If a student’s academic plans must be discontinued, the student must choose one of two options: a Curriculum Leave of Absence (CLOA) or Withdrawal from the College. The Coordinator of Advising & Student Success and the faculty advisor can help students decide the more appropriate course of action for their situation.

Failure to formally request a CLOA or withdrawal will result in the automatic removal from the official roll via an Administrative/Involuntary Withdrawal, and the student must re-apply through the Admissions Office for reinstatement of degree status.

A CLOA releases the student from degree study for up to one academic year, after which the student may resume study according to regular registration procedures. The student must complete and submit the official CLOA form, the required non-refundable fee, (which does not guarantee placement, but simply keeps the student’s academic record active, and is applied to the tuition when the student returns) 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. Individuals returning from a CLOA will pay tuition according to the current tuition and fee schedule.

At the end of one year on CLOA, the student must withdraw from the College or re-enroll, at which point the CLOA fee will be forfeited. A CLOA is treated the same as a withdrawal for financial aid purposes. Students returning from a CLOA must follow the enrollment requirements of new students listed in the admission to the college section of this catalog.

A student withdrawal from the College (as opposed to a course withdrawal) is appropriate if the student wishes to discontinue study at Cabarrus College of Health Sciences for the foreseeable future. This officially closes the student’s file and serves as notice that the student initiated separation from the College. Failure to withdraw officially can seriously complicate any effort to resume study at this or another institution.

Students may request leaves or withdrawals during a semester if circumstances are such that the student is no longer able to continue with coursework. If a student wishes to withdraw voluntarily from the College, he/she should obtain the Withdrawal or CLOA Form from the Office of Advising and Student Success, complete all parts of the form, and return the completed form to the Office of Student Records and Information Management. For a Withdrawal or CLOA to be finalized, the student’s completed Withdrawal or CLOA Form must be filed in the Office of Student Records and Information Management. The date the Office of Student Records and Information Management receives the completed Withdrawal or CLOA Form is the official date of withdrawal.

When a request is submitted prior to the last date for withdrawal without academic penalty (as determined by the Provost and published in the academic calendar) a grade of W is recorded for

all courses in which the student is currently enrolled. If the request is submitted after the deadline for withdrawal only extenuating circumstances, as determined by the Appeals Process, justify the granting of W grades. Requests for leaves of absence and student withdrawals are processed through the Office of Advising and Student Success and the Office of Student Records and Information Management.

### **From the College (Involuntary)**

Involuntary withdrawal occurs when a student fails to meet certain standards to remain in the College. If at any time it is the judgment of the faculty and/or administration that a student has failed to meet the academic, behavioral or health policies of the College, the student may be academically dismissed and will not be eligible for tuition refunds.

Failure to register for subsequent semesters or submit a Withdrawal/CLOA Form will result in an Administrative/Involuntary Withdrawal from the College.

## **SAFETY AND SECURITY**

The security of the College campus is a shared responsibility between employees, students, and Carolinas HealthCare System NorthEast Security Services. The College adheres to the security policies and procedures found in the online Carolinas HealthCare System NorthEast Safety Manual and specifically, Filing No. 26-03 Security Management Plan.

### **BUILDING ACCESS**

The College building is opened at 7:00AM and locked at 7:00PM Monday thru Friday. The College remains locked on weekends, holidays and designated “closed” days.

The front entrance to the building, when locked, does remain accessible via card swipe access to individuals having a valid photo identification badge. Students with a valid badge will have access to the building when locked, from 7:00AM to 10PM daily including weekends and holidays. Employees having a valid badge will have access to the building when locked, 24-hours per day, seven days per week.

### **CAMPUS SAFETY AND SECURITY REPORTING**

Safety is one of the core values and standards of all members of the campus community at Cabarrus College of Health Sciences. The Cabarrus College Campus Safety and Security Report is published and distributed each year to students and employees of the College in compliance with the Higher Education Opportunity Act (Public Law 110-315) (HEOA). The report can be accessed at <http://ope.ed.gov/security> (right tab, get data from one institution then go to the institution field and enter Cabarrus College of Health Sciences). To review or inquire about the comprehensive report, please contact Student Affairs at 704-403-1638.

All criminal incidents are to be reported to Carolinas HealthCare System NorthEast Security Services for response and documentation. To contact Security Services:

- Dial ext. 6-6595 from a campus phone.
- Dial 704-403-1192 from off-campus.
- Dial 704-403-3000 to reach the Carolinas HealthCare System NorthEast operator by, which can page Security.

## EMERGENCY INFORMATION ALERTS

There are several ways in which employees and students of the College are notified of emergency situations.

Notifications include:

- Contact Now – the mass notification system whereby voice messages are sent to employees and student telephones. The Office of Student Records and Information Management is responsible for posting messages.
- Cabarrus College Web site – go to [www.cabarruscollege.edu](http://www.cabarruscollege.edu).
- Recorded Message – Dial 704-403-1555 to listen to the updated college greeting.
- Cabarrus College Email – an email is sent to all students, faculty, and staff.

## EMERGENCY PREPAREDNESS

In order to ensure the safety and wellbeing of students, employees and visitors, Cabarrus College has an emergency preparedness plan in place. For more information about the plan, please visit our website and refer to policy 07-04 Emergency Preparedness and Safety.

## EMERGENCY TELEPHONES

Emergency telephones are located throughout the College campus and can be used to contact Security Services. Emergency telephone locations are as follows:

- Front entrance of the College
- Stairwell exit on the west side of the building adjacent to Lake Concord Road
- All classrooms and laboratories

## SECURITY SERVICES

Carolinas HealthCare System NorthEast Security Services is available to the College 24-hours per day, seven days per week and performs the following services to enhance employee and student safety:

- Provides vehicle patrol of parking lot.
- Responds immediately to emergency calls, in a reasonably prompt timeframe to less emergent calls, and upon request.
- Enforces campus parking regulations.
- Provides night escort services on “an as available basis”.
- Opens building, office and vehicle lockouts.
- Monitors building perimeter, front entrance, and parking lot through surveillance cameras.
- Provides daily building checks.
- Provides education to students and employees on the elements of the security management plan.
- Conducts an annual Risk Assessment and Vulnerability Analysis within the Carolinas HealthCare System NorthEast campus which includes the College.

## SEVERE WEATHER

In our southern location, snow, tornados or other inclement weather gives rise to questions regarding the College closings or delays particularly since the College is a commuter campus. Weather monitoring alerts are issued from Carolinas HealthCare System NorthEast and through the NOAA weather alert system. In the event a decision to alter the operating status of the College becomes necessary due to inclement weather, the decision will be made by the Chancellor or the Chancellor's designee. As soon as a decision is made regarding a change in the College's operating status, employees and students will be alerted of such by way of the following as applicable:

- Automated messaging system ([Blackboard Connect](#))

- Local television stations including WBTV (3), WSOC (9), and WCNC (36)
- College's primary telephone line (704.403.1555)
- College website

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

Students at Cabarrus College are expected to adhere to the Cabarrus College Student Conduct Code, which is “designed to promote the peaceful pursuit of intellectual and subsidiary activities at Cabarrus College and to ensure the safety of persons engaging in those pursuits while they are at the College. It is designed to protect the free and peaceful expression of ideas and also to assure the integrity of various academic processes.” For a complete list of all Rights, Responsibilities and Standards of Behavior, please refer to the online Student Handbook (Student Conduct Code section found on our website at [www.cabarruscollege.edu](http://www.cabarruscollege.edu) by selecting the Student Life tab, then select Publications to access the current Student Handbook). You may also obtain a copy of any policy by contacting the Office of Campus and Community Outreach.

### **ACADEMIC INTEGRITY POLICY**

The entire academic community of Cabarrus College recognizes that adherence to high principles of academic integrity is vital to the academic function of the College. Academic integrity is based upon honesty. All students of the College are expected to be honest in their academic endeavors.

The College administration is responsible for working with faculty and students to foster a strong institutional culture of academic integrity, for providing effective educational programs that create an understanding of and commitment to academic integrity, and for establishing equitable and effective procedures to deal with allegations of violations of academic integrity.

The faculty shares with the administration the responsibility for educating students about the importance and principles of academic integrity. Faculty members are expected to inform students of the particular requirements regarding academic integrity within their specific courses, to make reasonable efforts to minimize academic dishonesty, and to respond appropriately to violations of academic integrity.

Academic dishonesty violates the College value of integrity designed to promote trust of our graduates within the healthcare community and undermines the learning process. Violations of academic integrity include any actions which attempt to promote or enhance the academic standing of any student by dishonest means.

#### *Types of Academic Dishonesty*

This section describes various ways in which the principles of academic integrity can be violated. Examples of each type of violation are given but neither the types of violations nor the lists of examples are exclusive.

**Plagiarism:** Plagiarism is the use of another person’s words, ideas, or results without giving that person appropriate credit. To avoid plagiarism, every direct quotation must be identified by quotation marks or appropriate indentation and both direct quotation and paraphrasing must be cited properly according to the accepted format for the particular discipline or as required by the instructor in a course. Some common examples of plagiarism are:

- Copying word for word (i.e. quoting directly) from an oral, printed, or electronic source without proper attribution.

- Paraphrasing without proper attribution, i.e., presenting in one's own words another person's written words or ideas as if they were one's own.
- Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement.
- Incorporating into one's work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other non-textual material from other sources without proper attribution of credit.

Cheating: Cheating is the use of inappropriate or prohibited materials, information, sources, or aids in any academic exercise. Cheating also includes submitting papers, research results and reports, analyses, etc. as one's own work when they were, in fact, prepared by others. Some common examples are:

- Receiving research, programming, data collection, or analytical assistance from others or working with another student on an assignment where such help is not permitted.
- Copying another student's work or answers on a quiz or examination.
- Using or possessing books, notes, calculators, cell phones, or other prohibited devices or materials during a quiz or examination.
- Submitting the same work or major portions thereof to satisfy the requirements of more than one course without permission from the instructors involved.
- Preprogramming a calculator or other electronic device to contain answers, formulas, or other unauthorized information for use during a quiz or examination.
- Acquiring a copy of an examination from an unauthorized source prior to the examination.
- Having a substitute take an examination in one's place.
- Submitting as one's own work a term paper or other assignment prepared by someone else.

Fabrication: Fabrication is the invention or falsification of sources, citations, data, or results, and recording or reporting them in any academic exercise. Some examples are:

- Citing a source that does not exist.
- Making up or falsifying evidence or data or other source materials.
- Falsifying or presenting fictional patient information as real to fulfill requirements for work assigned by individual faculty members or clinical preceptors.
- Falsifying research papers or reports by selectively omitting or altering data that do not support one's conclusions or claimed experimental precision.

Facilitation of Dishonesty: Facilitation of dishonesty is knowingly or negligently allowing one's work to be used by other students without prior approval of the instructor or otherwise aiding others in committing violations of academic integrity. A student who intentionally facilitates a violation of academic integrity can be considered to be as culpable as the student who receives the impermissible assistance, even if the facilitator does not benefit personally from the violation. Some examples are:

- Collaborating before a quiz or examination to develop methods of exchanging information.
- Knowingly allowing others to copy answers to work on a quiz or examination or assisting others to do so.
- Distributing an examination from an unauthorized source prior to the examination.
- Distributing or selling a term paper to other students.
- Taking an examination for another student.

Academic Sabotage: Academic sabotage is deliberately impeding the academic progress of others. Some examples are:

- Intentionally destroying or obstructing another student's work.
- Stealing or defacing books, journals, or other library or College materials.
- Altering computer files that contain data, reports or assignments belonging to another student.
- Removing posted or reserve material or otherwise preventing other students' access to it.

Violation of Research or Professional Ethics: Violations in this category include both violations of the code of ethics specific to a particular profession and violations of more generally applicable ethical requirements for the acquisition, analysis, and reporting of research data and the preparation and submission of scholarly work for publication. Some examples are:

- Violating a canon of the ethical or professional code of the profession for which a student is preparing.
- Using unethical or improper means of acquiring, analyzing, or reporting data in a senior thesis project, a master's or doctoral research project, grant-funded research, or research submitted for publication.
- Misuse of grant or institutional funds.
- Violating professional ethics in performing one's duties as a Teaching Assistant, Graduate Assistant, or Guided Student Study Leader.

Violations Involving Potentially Criminal Activity: Violations in this category include theft, fraud, forgery, or distribution of ill-gotten materials committed as part of an act of academic dishonesty. Some examples are:

- Stealing an examination from a faculty member's or College office or from electronic files.
- Selling or distributing a stolen examination.
- Forging a change-of-grade form.
- Falsifying a College transcript.

### *Procedures*

Faculty will clearly communicate expectations of ethical standards for the course and potential consequences of non-compliance through written (course syllabus) and verbal means at the beginning of the course. Faculty will work to minimize the occurrence of academic dishonesty. When a faculty member believes a student in their course has engaged in academic dishonesty, the faculty member will inform the student of the allegation with the goal of maintaining an environment that supports integrity and learning, keeping in mind the confidential nature of the matter.

#### Level 1 Violations:

Violations may occur because of a student's inexperience or lack of understanding of the principles of academic integrity. When evidence suggests that a Level 1 violation has occurred, the faculty member takes into account the severity of the infraction and the level of study when deciding consequences. The faculty member will notify the Program Chair of the academic dishonesty occurrence and plan consequences for the violation in consultation with the Provost. The faculty member will discuss the allegation with the student(s) and the consequences. If a student does not agree with the allegation and or consequence, the faculty member will refer the student to the Academic Appeals Policy.

### Level 2 Violations:

Level 2 violations constitute either repeated behaviors or more serious violations of academic integrity involving a significantly greater portion of the course work as compared to Level 1 violations. Level 2 violations are often characterized by substantial premeditation or planning and clearly dishonest or malicious intent on the part of the student committing the violation

When evidence suggests a Level 2 Violation has occurred, in addition to academic consequences, disciplinary sanctions for violation of the Student Code of Conduct are also warranted. The faculty member will notify the Program Chair, who in turn will inform the Provost and the Dean for Student Affairs and Enrollment Management for processing through the Code of Conduct. If the students does not agree, the Academic Appeals policy will be followed.

Sanctions for Level 2 violations include, but are not limited to:

- A grade of F (disciplinary F) for the assignment and/or course.
- Probation.
- Suspension for one or more semesters.
- Dismissal from the college.

Note: Definitions of academic dishonesty are taken directly from the Rutgers College policy with permission.

## **ACCESS TO AND DISCLOSURE OF STUDENT RECORDS & FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

Education records are kept by College offices to facilitate the educational development of students. Faculty and staff members may also keep informal records relating to their functional responsibilities with individual students.

A federal law, the Family Educational Rights and Privacy Act (FERPA) of 1974, as amended, also known as the Buckley Amendment, affords students certain rights concerning their education records. Students have the right to have some control over the disclosure of information from their records. Educational institutions have the responsibility to prevent improper disclosure of personally identifiable information from the records.

### *Student and Parent Rights Relating To Education Records*

Students have the right to know about the purposes, content, and location of information kept as part of their education records. They have the right to gain access to and challenge the content of their education records. FERPA was not intended to provide a process to be used to question substantive judgments that are correctly recorded. The right of challenge is not intended to allow students to contest, for example, a grade in a course because they felt a higher grade should have been assigned. Students also have the right to expect that information in their education records will be kept confidential, disclosed only with their permission or under provisions of the law.

FERPA considers all students independent which limits the education record information that may be released to parents, without the student's specific written permission, to directory information. Parents have the right, under certain conditions, to gain access to information in the student's education records. Parents who claimed the student as a dependent on their most recent IRS 1040 are permitted access to the student's education records.

### *Directory Information*

Some information about students is considered directory information. Directory information may be publically shared by the institution unless the student has taken formal action to restrict its release. Directory information includes:

- Name
- Address (excludes e-mail)
- Phone Number
- Program of study
- Participation in officially recognized activities
- Most recent educational institution attended
- Date of Attendance
- Degrees and Awards received (including dates)
- Enrollment Status (full/part-time)
- Class Level
- Date of Birth

Students may elect to suppress their Directory Information by going to the Office of Student Records and Information Management. The student will be required to complete and sign the “Suppression of Directory Information Request Form” officially requesting the suppression of their respective Directory Information. The College assumes that the student does not object to the release of the Directory Information unless the student files the official Suppression of Directory Information Request Form.

Cabarrus College’s policy statement implementing FERPA is maintained by, and available for review in the Office of the Dean, Student Affairs and Enrollment Management. Students should address questions, concerns, or problems to the Dean’s office. Students may file complaints regarding alleged failure of the College to comply with FERPA with The Family Policy Compliance Office, US Department of Education, 600 Independence Avenue, SW, Washington, DC 20202-4605; (202) 260-3887, FAX: (202) 260-9001.

### **CAMPUS AND WORKPLACE ZERO TOLERANCE POLICY**

Cabarrus College has a policy of zero-tolerance for campus (campus applies to class, clinical and fieldwork affiliates) and workplace violence, verbal and nonverbal threats, and related actions. Students and employees are encouraged to promptly report incidents to managers (or faculty/staff) and security to reduce or eliminate risks.

A student who reports or experiences violence while in class or clinical will not be subject to any form of retaliation. To ensure the highest standards of health and safety for all students, employees, visitors, patients, vendors, contractors and the general public, no one is permitted to:

- Physically assault another individual on Cabarrus College properties, clinical or fieldwork affiliations. Such actions include but are not limited to, unwanted hostile contact, such as hitting, pushing, shoving, or throwing objects.
- Threaten another individual stating a present or future intention to cause physical or mental harm. Any expression of intent to cause physical or mental harm is considered to be a threat.
- Harass another individual through communication or behavior designed or intended to intimidate, threaten or frighten another individual.
- Damage another individual’s, Cabarrus College or CHS property.



Notify Carolinas HealthCare System NorthEast Security or the Dean, Student Affairs and Enrollment Management, immediately regarding any person who makes substantial threat(s), exhibits threatening behavior or engages in violent acts on CHS NE property, including the College campus and clinical affiliates.

Cabarrus College supports local magistrate and court orders. All students, faculty and staff who apply for or obtain a permanent or temporary protective or restraining order which lists the College or CHS NE locations as being protected areas and who request security services, should provide copies of the order to the Dean, Student Affairs and Enrollment Management, their supervisor or instructor, and CHS NE Security. A copy of the protective or restraining order will be filed and kept confidential in the office of CHS NE Security and the Dean's office.

## **CAMPUS COMMUNICATIONS**

Students receive access/log-in information for their College email and Canvas accounts after paying the tuition deposit. The Cabarrus College email is the official email address for students and is the primary means of communicating with students. Students are responsible for checking their College email and Canvas accounts daily for all enrollment related correspondence including rescheduling, campus closings, financial aid, registration, graduation, and other important College communications.

## **CAMPUS DRESS AND UNIFORMS**

As future healthcare professionals, students will present an image that reflects our commitment to quality care. Students are expected to present themselves in accordance with the guidelines established for Cabarrus College Campus and their future profession, and project a professional image through actions and appearance. The [dress policy](#) contains a set of core standards that applies to all students. Standards are then further defined based on the following categories:

- Cabarrus College Campus
- Clinical or Fieldwork Prep (conducting assignments or participating in activities on the campus of clinical or fieldwork affiliates)
- Clinical and Fieldwork

Each program may more clearly define clinical or fieldwork attire requirements in certain areas (e.g., nursing uniform, scrubs). Modifications may also be necessary for medical or religious accommodations. Students receive instructions regarding program specific requirements and the purchase of uniforms at the beginning of the semester and/or clinical experience. Costs vary by program.

## **CARING CULTURE**

The Cabarrus College community believes that the foundation of all practices and principles is caring. Caring involves the ability to nurture the self, one another, and the greater community. By believing in and respecting the totality and inherent worth of each individual, we honor the intrinsic value of his or her unique journey of self-discovery. Therefore, we accept individuals for where they are – and what they can become – in life. We value connecting to one another with a positive, collegial spirit through listening and responding with authentic presence in order to foster honest and open communication. Ultimately, our educational experiences are designed to promote collaboration in the pursuit of excellence; the realization of one's dreams; and the development of knowledge, awareness, relationships, attitudes, behaviors, and skills based on the appreciative art and science of caring.

## CHARGES, CONVICTIONS, SANCTIONS (CONTINUING STUDENTS)

It is the students' responsibility to notify Cabarrus College in the event of a criminal charge, conviction or sanction listed. It is the intent and purpose of this policy to ensure the safety of students, patients, guests and employees and to enhance and protect the property and reputation of the College. Any student who is charged with, or convicted of, a felony or any misdemeanor involving violence, injury to another person, communicating threats, destruction of property, sexual offenses, drugs, DUI, theft or fraud including fraudulent checks, shall immediately report such charge or conviction in writing, the next business day to the Dean, Student Affairs and Enrollment Management or designee, and upon application to the College.

Failure to report a charge will be grounds for disciplinary action up to, and including, revocation of admission, or dismissal. The Dean, Student Affairs and Enrollment Management or designee will review reports of charges with other departments (such as CHS NE Legal Services) as deemed necessary. The student may be suspended while the charge is under review. After completion of the review, the Dean, Student Affairs and Enrollment Management or designee will determine whether to allow the student to continue in class or clinical or be immediately dismissed or revoke admission. If the charge is dismissed or dropped, the student should immediately report that fact to the Dean, Student Affairs and Enrollment Management.

Any student who is convicted of a charge listed above or sanctioned/debarred by a federal or state agency must report the conviction or sanction within five days of the occurrence, in writing, to the Dean, Student Affairs and Enrollment Management or designee. Failure to report a conviction or sanction will be grounds for dismissal. The Dean or designee may consult with other departments (such as Legal Services) and will determine if the student's unlawful conduct is grounds for disciplinary action, up to, or including, dismissal. In the event of a criminal conviction or federal debarment related to healthcare, enrollment may be terminated.

## CONSEQUENCES OF NON-PAYMENT

Students are responsible for all financial obligations to the College. The College may take the following measures for students not meeting financial obligations:

- deny admission to class or clinical activities
- deny registration
- dismissal from the College
- withhold official grades and transcripts
- withhold the granting of degrees, diplomas or certificates
- deny participation in graduation activities
- add a late fee to student account
- submit student account to collections agency

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.
- Tuition and fees are subject to change each academic year.

**Payment due dates are available on the website and the academic calendar listed in this document.**

## DRUG AND ALCOHOL USE AND PREVENTION

Cabarrus College and clinical and fieldwork affiliates must be free from alcohol, illegal drug use and other substances which may or may not adversely affect performance. The College's alcohol and drug prevention program includes strict policies regarding drug and alcohol use and charges, convictions and sanctions all which may affect enrollment and future licensure status if violations are discovered.

Student Affairs ensures that an alcohol and drug prevention program is in place at Cabarrus College in accordance with the Drug-Free Workplace Act of 1988 (Public Law 101-690) and the Drug Free Schools and Communities Act (Public Law 101-226). As a condition of pre-enrollment, students must provide a negative drug screen from a certified lab no sooner than 30 days prior to the first day of the semester. The urine drug screen must be 12-panels to include: AMP (amphetamine), BAR (barbiturates), BZP (benzodiazepines), COC (cocaine), MTD (methadone), METH (methamphetamines), MDMA (methylenedioxymethamphetamine/ecstasy), OPI (opiates, including heroine), OXY (oxycodone), PCP (phencyclidine), PPX (propoxyphene), and THC (marijuana).

Students may be subject to random drug screenings. Any student who is charged with, or convicted of, a felony or any misdemeanor involving drugs or DUI shall immediately report such charge or conviction to the Dean, Student Affairs and Enrollment Management.

Students are advised of the [health risks associated with the use of drugs and alcohol](#) and federal and state laws associated with usage. Students are required to sign the student acknowledgement form (found in the on line orientation on the College's website) which indicates receipt and understanding of the policies related to a drug and alcohol free campus. The financial aid department also requires that all students sign a form which outlines the consequences of convictions, possession, and sale of illegal drugs in order to meet Federal Student Aid eligibility requirements.

If you need help coping with alcohol and drug problems, contact the Employee Assistance Program (EAP), available through Carolinas HealthCare System for personal counseling. Visit their website [www.chs-cap.org](http://www.chs-cap.org) to learn more about EAP. To schedule an appointment or speak with a counselor, please call 704-355-5021 or toll-free at 800-384-1097, 24-hours a day, seven days a week.

## ELECTRONIC COMMUNICATIONS

Cabarrus College of Health Sciences provides e-mail and Internet access to all active faculty, staff, and students. Usage of the Cabarrus College electronic communications system constitutes an agreement to abide by this policy, which is intended to supplement other applicable College policies, including the Student Handbook. Cabarrus College reserves the right to revoke e-mail and related privileges from any individual violating the policy.

### *Ownership*

All software and hardware used to provide e-mail and Internet access, as well as any information created and/or stored within the system, is the property of the College and/or CHS. No employee or student may alter the College's electronic assets without permission from Administration.

### *Content*

Material that is fraudulent, harassing, profane, obscene, intimidating, defamatory, or otherwise unlawful or inappropriate may not be sent by e-mail or other form of electronic communication. E-mails should not be used to endorse products, promote politicians or legislation, or express

religious beliefs. Users should not send unsolicited, non-school related e-mail messages to persons with whom they have no prior relationship.

### ***Internet Access and Downloading***

Downloading of entertainment files for personal use is prohibited. Users should not access Internet sites that may be considered offensive or disruptive to another student or employee.

### ***Computer Viruses***

Users should not open attachments in e-mail from sender's unknown to the user. Attachments can contain dangerous computer viruses, which are frequently spread via e-mail.

## **HEALTH INSURANCE**

All students at Cabarrus College are required to have health insurance. If you do not have health insurance, Cabarrus College offers the option to purchase affordable health insurance at a student group rate with various payment plans and coverage. To learn more, call E.J. Smith & Associates, Inc. at 847-564-3660 or view an online brochure which includes an enrollment form at [www.ejsmith.com](http://www.ejsmith.com). It is the student's responsibility to complete the form and provide a copy of the insurance card, including any changes to the Student Support Center, Office 133.

## **IDENTIFICATION BADGES**

Faculty, staff and students are required to wear photo identification badges in a visible location (above the waist) while on the campus of Cabarrus College, all affiliated sites of Cabarrus College and Carolinas HealthCare System NorthEast. Visitors to Cabarrus College are required to wear approved identification badges while on campus.

Photo identification badges are initially issued to Cabarrus College faculty, staff and actively enrolled students by the Carolinas HealthCare System NorthEast Badge Office at no cost.

Visitors to the College and those students on campus for less than two weeks must obtain a temporary identification badge from the Front Desk Receptionist or make prior arrangements with the host department for a temporary badge.

If a badge is lost, replacements will be at a cost to the individual. Replacement badges are available through the Carolinas HealthCare System NorthEast Badge Office. Students who repeatedly fail to wear their badge will be subject to disciplinary action.

Students who graduate, withdraw, separate, or take a leave of absence will be required to return their identification badge to the Front Desk Receptionist. Badges not returned will be automatically deactivated.

## **IMMUNIZATIONS**

North Carolina law requires all students entering undergraduate or graduate studies at any public or private college or university in North Carolina to provide proof of the following immunizations: Diphtheria, tetanus and pertussis (3 doses, one within the past ten years); polio (3 doses, only if under the age of 18); Measles (2 doses); mumps (2 doses); rubella; and Hepatitis B (3 doses).

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

- 2 MMR vaccines or a positive titer (all programs)
- 2 Varicella vaccines or a positive titer (all programs)
- 3 Hepatitis B vaccines or positive titer (all programs)

- 3 Tetanus vaccines (1Tdap within 10 years) for imaging, nursing, surgical technology, occupational therapy, occupational therapy assistant, pharmacy technology, medical assisting; or
- 1 Tetanus vaccine for nurse aide;
- If you have a history of positive TB Skin tests, you need a negative chest x-ray results dated within one year of your health assessment
- TB Skin Test (2-step is required)

Non-compliance with immunization requirements may result in any/all of the following:

- Denied admission to class or clinical activities
- Registration hold
- Late fee
- Dismissal from the College

## LOST AND FOUND

It is the goal of Cabarrus College to return lost items to owners in a timely and efficient manner. “Lost and Found” is maintained at the front desk. If you find personal unclaimed property, turn the item in immediately to Lost and Found. The front desk will attempt to contact the owner regarding items that contain identifiable owner information. Items turned in as “found” will be dated upon receipt and kept in the storage area for approximately 30 days. If you suspect you lost personal property on the College campus, provide a description of the item to the front desk. If you suspect you lost personal property on the campus of Carolinas HealthCare System NorthEast, contact Security Services at 704-403-1192 to file a report. Claims for items must be made in person. Claimants must describe the item in detail in order to obtain its release. Disputes will be forwarded to the Dean, Student Affairs and Enrollment Management for resolution. Money, as a “found” item, will be handled as other items, except that at the end of the claim period, if no claims are made, it will be deposited in the Scholarship Fund. If no claim is made after 30 days, items will be donated to a charitable organization or disposed of in an appropriate manner. If you suspect personal property is stolen, immediately contact Security with Carolinas HealthCare System NorthEast for assistance.

## INCIDENT REPORTS

### Incidents Involving Students on the College Campus

The person discovering, directly involved, or closest to the incident involving a student shall complete an online CARE Event Report within 24 hours. The CARE Event Report can be found on PeopleConnect: <http://peopleconnect.carolinas.org/body.cfm?id=783>. The person discovering the incident should also verbally notify the President, Provost or Dean for Student Affairs and Enrollment Management of the incident within 24 hours.

Incidents involving a student will be reviewed by the appropriate Administrative Team member.

Students involved in an incident shall be encouraged to be examined in the nearest CHS Emergency or Urgent Care Department. If they refuse this service, the refusal shall be documented on the CARE Event Report. Payment of services is determined by Corporate Risk Management and should not be promised to the student or visitor.

In the event the incident involves missing, lost, damaged, or stolen property, the person discovering, directly involved, or closest to the incident shall notify Security personnel and complete a CARE Event Report. It should be noted on the form if the student is expecting a call

from Corporate Risk Management. Security personnel shall provide a completed investigation report to Corporate Risk Management upon request.

### **Incidents Involving Students Performing Clinical Duties at a CHS Facility**

The clinical instructor should complete an online CARE Event Report within 24 hours from the time of the incident. The CARE Event Report can be found on PeopleConnect: <http://peopleconnect.carolinas.org/body.cfm?id=783>. After accessing the link select “Employee – Report of Occupational Illness & Injury (ROII).

The clinical instructor should notify the appropriate Program Chair of a student incident.

The Program Chair should in turn notify the President, Provost or Dean of Student Affairs and Enrollment Management of an incident involving a student within 24 hours.

### **Incidents Involving Students Performing Clinical Duties at a Facility Other Than a CHS Facility**

The clinical instructor should comply with the facility’s policy and procedure for reporting an incident involving a student.

The clinical instructor should notify the appropriate Program Chair of a student incident.

The Program Chair should notify the President, Provost or Dean of Student Affairs and Enrollment Management of an incident involving a student within 24 hours.

### **Incidents Involving Patients at a CHS Facility Being Cared for by Students**

Students should immediately notify the Clinical Instructor of any patient related incident. The Clinical Instructor should complete an online CARE Event Report within 24 hours from the time of the incident. The CARE Event Report can be found on PeopleConnect: <http://peopleconnect.carolinas.org/body.cfm?id=783>. After accessing the link select “Patient or Visitor – Incident Report”.

The Clinical Instructor should notify the Program Chair of incidents involving patients being cared for by a student within 2-24 hours of the event depending on the severity.

The Program Chair should notify the President, Provost or Dean for Student Affairs and Enrollment Management within 2-24 hours of the event depending on the severity.

### **Incidents Involving Patients at a non CHS Facility Being Cared for by Students**

Students should immediately notify the Clinical Instructor of any patient related incident.

The Clinical Instructor should comply with the facility’s policy and procedure for reporting a patient incident.

The Clinical Instructor should notify the Program Chair of an incident involving a patient being cared for by a student within 2-24 hours depending on the severity of the event.

The Program Chair should notify the President, Provost or Dean for Student Affairs and Enrollment Management within 2-24 hours of the event depending on the severity.

## **NONDISCRIMINATION**

It is the Cabarrus College of Health Sciences Governing Board policy to provide an equal educational opportunity for all students. The College will not unlawfully discriminate on the basis

of race, color, creed, religion, national origin, gender, marital status, disability, sexual orientation, age or any other reason not related to the student's individual capabilities. Cabarrus College uses a competitive admission process. Any questions regarding requests for reasonable accommodation should be made to the Coordinator, Advising and Student Success.

## **PARKING**

Each student, faculty, and staff member of the College and visitors, parking a vehicle on College property will be required to obtain a parking decal or temporary pass and abide by parking regulations in this policy and that of Carolinas HealthCare System NorthEast (refer to Parking Policy). Parking is available to all faculty, staff, students and visitors of the College in Lot M. Parking spaces in front of and to the left of the College building (when entering from Medical Park Drive) are available to faculty, staff and visitors. Parking spaces to the right of the College are available to students. Overflow parking is available to any person in upper Lot M located to the far left of the College and separately accessed from Medical Park Drive. Students, when working as a Carolinas HealthCare System NorthEast employee must park in the designated employee lot of Carolinas HealthCare System NorthEast. Students participating in clinical/fieldwork at Carolinas HealthCare System NorthEast must park in the designated Cabarrus College student parking lot.

### *Parking Citations*

Cabarrus College of Health Sciences is located on the campus of Carolinas HealthCare System NorthEast and is subject to the parking regulations of the medical center. Faculty, staff, and students found to be in violation of the parking regulations will be issued citations by Carolinas HealthCare System NorthEast Security and/or Cabarrus College Administration.

### *Parking Decals—Enrolled Students*

Each motor vehicle must display a valid Cabarrus College parking decal on the inside front left hand corner of the front windshield. Decals may be obtained by faculty, staff, and students from the front desk receptionist. An initial issue of up to two decals will be made at no charge upon employment or enrollment by students. Additional decals will be issued for a fee of \$5. There will be no charge for a parking decal for a newly purchased vehicle after employment or enrollment by students. Students on campus for less than two weeks must obtain a temporary parking pass from the front desk receptionist or host department. Temporary parking passes must be displayed in the front windshield. Faculty, staff or students, who are also employees of Carolinas HealthCare System NorthEast, must display both the College parking decal and the appropriate Carolinas HealthCare System NorthEast departmental decal.

### *Parking Decals—Visitor Passes*

Visitors to the College campus may park in any space reserved for visitors and so designated by signage. Visitors parking anywhere other than the designated spaces must obtain a temporary parking pass from the front desk receptionist. Temporary parking passes must be displayed on the front dashboard. Temporary parking passes are not necessary during off hours, Monday thru Friday after 6:00pm or on weekends.

## **PATIENT PRIVACY**

Students are expected at all times to protect patient information and are bound by the Health Insurance Portability & Accountability Act (HIPAA) of 1996. The HIPAA Privacy Rule was effective in April 2003. This act serves to regulate the use and disclosure of Protected Health Information (PHI)

### *What is PHI and how is it used?*

- PHI is any information that can be used separately or in conjunction with other information to identify an individual.
- PHI may include but is not limited to:
  - Name
  - Date of birth
  - Social security number
  - Medical records number
  - Admission and discharge dates
  - Health plan beneficiary numbers
  - Full facial photography or comparable images
  - Any combination of information which may be used together to identify a patient
- PHI is used to identify patients in the healthcare setting and should only be accessed for the care, treatment, and billing of patient care. Healthcare worker, including students, should access no more information than they “need to know” in order to provide safe and competent care to assigned patients.
- Unattended PHI is a possible breach and must be reported.

ALL students are expected and required to safeguard ALL patient information in ALL settings, whether you are at the College, in clinical experiences, or home. And, simply leaving out the patient name does not guarantee that person's privacy.

### *What are the consequences of violating HIPAA?*

- Negative evaluation in the clinical component of a course
- Dismissal from the clinical program
- Dismissal from Cabarrus College of Health Sciences
- Fines up to \$50,000
- Up to one-year imprisonment

### *What about Social Media?*

- Social media helps us stay connected to others and we often use social media to talk about our day's experiences.
- Technology can be a benefit or a risk depending on how we use it.
- Information about patient care situations should not be discussed online. Just because you do not list a patient name, address, phone #, DOB, etc., on a social network is no guarantee the individual cannot be identified by the information provided.
- Best practice = let social media be about your social life.
- Refer to the Social Media section of the Student Handbook for guidance.

## **PHYSICAL AND EMOTIONAL STANDARDS POLICY**

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 client'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, and 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 move 45-50 pounds daily. For example: position clients, move equipment.
- Cognitive Abilities—Ability to concentrate, utilize abstract thinking; organize responsibilities, and make decisions. For example: students shall assess client complaints, provide prioritized client care and implement appropriate plans.

The examples listed above 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 Coordinator for Advising & Student Success.

In the event of a medical or emotional condition, physical injury, or illness, (medical or emotional) that would limit class/lab/clinical attendance or participation/performance, the student should seek appropriate medical care and/or therapy. Prior to returning to class/lab/clinical, the student shall provide appropriate documentation/release from the health care provider to the Coordinator for Advising & Student Success, who will in turn notify the appropriate and as needed faculty member(s), course coordinator and/or program chair.

In the event of behavioral difficulties (such as depression, marital and emotional problems, stress, chemical abuse, financial difficulties and other emotional problems) the student will be referred to the appropriate professional for consultation and follow-up. The student must present a medical

release from the health care provider to the Coordinator for Advising & Student Success, who will in turn notify the appropriate and as needed faculty member(s), course coordinator and/or program chair.

Any student who has been diagnosed with an infectious and/or contagious disease must present appropriate documentation along with a medical release from the healthcare provider to the Coordinator for Advising & Student Success. Students must be cleared by all class/lab/clinical instructors prior to returning to course activities.

NOTE: All medical releases must document the student's ability to perform at the physical and emotional standards as described in student handbook. Additionally, all medical documentation, including releases, will be kept in the student's record in the Office of Advising and Student

Success and/or Dean, Student Affairs and Enrollment Management.

Students must report any illnesses, accidents, injuries or exposure incurred during class, clinical or fieldwork assignments to the instructor who will complete an online CARE event report regarding the incident (see earlier section titled *Incident Reports*).

### **POSSESSION OF WEAPONS, FIREARMS AND DANGEROUS ITEMS**

The College is committed to providing a safe environment for students, staff and guests. Weapons, firearms, explosives, fireworks, or other dangerous items or substances, concealed or otherwise, are not permitted on the campuses of the College or any affiliates with the exception of weapons carried by law enforcement officers. Private security officers are not considered to be law enforcement officers and therefore, should not carry weapons on Cabarrus College or Carolinas HealthCare System NorthEast property. If a student or an employee of Carolinas HealthCare System NorthEast observes someone bringing a weapon or firearm on the premises; finds a weapon or firearm on the premises or believes someone has a weapon or firearm on their person or in their belongings, the employee or student should immediately notify Security Services at 704-403-6595. A detailed description of the person, location or direction of travel, and a description of the weapon should be reported. Security Services will respond immediately to investigate the situation. In the event a weapon or firearm is found, Security will take possession of the weapon until determining the appropriate lawful course of action. Violators of this prohibition will be subject to arrest and prosecution and disciplinary action, up to and including dismissal.

### **PROFESSIONAL BEHAVIOR**

At Cabarrus College, we prepare you for your intended healthcare profession. You will be expected to present yourself in accordance with the guidelines established for your anticipated profession and to project a professional image through your actions as well as your appearance. College guidelines for appropriate behaviors are reflective of our core values and are articulated in the Student Code of Conduct, [College Creed](#), and [Dress Code](#).

### **SEX OFFENDERS**

The Federal Campus Sex Crimes Prevention Act, enacted in 2000, requires institutions of higher education to issue a statement advising the campus community where law enforcement information provided by state registered sex offenders may be obtained. It also requires sex offenders already required to register in a state to provide notice, under state law, to each institution of higher education in that state at which the person is employed, carries on a vocation, volunteer's services, or is a student. Law enforcement information concerning registered sex offenders may be obtained from the Cabarrus County Sheriff's Office, 30 Corban Avenue, Concord, NC 28025; phone: 704.920.3000 or on the statewide database NC Sex Offender Registry at <http://sexoffender.ncdoj.gov>.

### **SEXUAL MISCONDUCT (DISCRIMINATION, HARASSMENT, ASSAULT AND RETALIATION)**

Cabarrus College of Health Sciences is committed to providing an educational learning and professional working environment for all students and employees that maintains equality, dignity and respect. In keeping with this commitment, Cabarrus College strictly prohibits discriminatory practices including harassment and discrimination on the basis of race, color, religion, sex, age, national origin, disability, military status, or on any other basis prohibited by law.

Cabarrus College of Health Sciences does not tolerate discrimination, harassment, assault or retaliation and will endeavor to protect students and employees from those inappropriate actions by others inside or outside the college community. Where there is reason to believe that a crime

has been committed or college policies have been violated, the College will pursue charges and disciplinary action, as appropriate.

The College complies with Title IX of the Education Amendments of 1972, and its implementing regulations, which prohibit discrimination (including sexual harassment and sexual violence) based on sex in the College's educational programs, services and activities. Title IX also prohibits retaliation or adverse action taken against any student or employee for submitting a complaint, reporting harassment or participating in an investigation. Any violation of this policy will result in disciplinary action, up to and including dismissal.

### *Definitions*

1. **Discrimination:** Unfair treatment of a person or group on the basis of prejudice or real or perceived differences. Discrimination includes but is not limited to deliberate actions causing unfair or unfavorable treatment based on race, color, religion, sex, sexual orientation, age, national origin, handicap, disability, military status, genetic information indicating predisposition to chronic diseases, or any other basis prohibited by law.
2. **Harassment:** Unwanted attention perceived as demeaning, intimidating, or bothersome.
  - Sexual harassment includes but is not limited to any unwelcome sexual advance or proposition, sexual flirtation, or request for sexual favor; derogatory, vulgar, or graphic written or oral statements regarding one's sexuality, gender, sexual orientation, or sexual experience; unnecessary touching or attention to an individual's body; unwanted sexual compliment, innuendos, suggestions, or jokes; or the wearing or display of sexually suggestive clothing, pictures, or objects.
  - Other verbal, non-verbal, or physical conduct of a sexual nature is prohibited harassment when that conduct unreasonably interferes with one's work or educational performance or creates an intimidating or hostile environment. This includes but is not limited to comments, jokes, or threats based on race, color, religion, sex, sexual orientation, age, national origin, disability, military status, or any other basis prohibited by law.
  - Sexual violence is a prohibited form of sexual harassment. Sexual violence includes physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent due to use of drugs and/or alcohol or to an intellectual or other disability. Some examples of sexual violence may include rape, sexual assault, sexual battery, and sexual coercion.
3. **Assault:** An intentional and voluntary act causing unwanted, harmful, or offensive contact.
  - Sexual assault includes but is not limited to rape, forced sodomy, forced oral copulation, rape by a foreign object, sexual battery, and threat of sexual assault.
  - Other forms of assault may include fighting, attacking someone physically or emotionally, or threats of bodily harm.
4. **Retaliation:** Taking adverse action against a student, employee, or co-worker based their having reported an assault, harassment, discriminatory action, or other disciplinary-related action. Retaliation of any kind is prohibited. Examples of inappropriate retaliation include but are not limited to disciplining when not merited; moving one to a less favorable schedule, or other action intended to harm the complaining party.

Anyone who believes he or she has been a victim of a sexual offense or needs immediate assistance should contact Carolinas HealthCare System NorthEast Security Services at 704.403.1192 or

extension 6.6595 (from a College phone) or the Carolinas HealthCare System NorthEast telephone operator at 704-403-3000.

The College has designated the following individual as the Title IX Coordinator, to coordinate the College's compliance with, education of, and response to inquiries concerning, Title IX as well as to receive reports of alleged Title IX violations, as well as violations of this policy: Cara S. Lursen, Coordinator, Campus and Community Outreach, 704.403.1614, [cara.lursen@cabarruscollege.edu](mailto:cara.lursen@cabarruscollege.edu). Those requesting reasonable academic arrangements following an incident will be appropriately accommodated. The Employee Assistance Program is available to provide confidential, professional support.

Inquiries and/or complaints will be investigated immediately and will be conducted in as confidential a manner as is compatible with a thorough investigation of the complaint.

It is important to report to the Title IX coordinator if: (i) you believe you have been subjected to conduct that may violate these policies; (ii) you believe you have been retaliated against in violation of these policies; or (iii) you are an administrator or employee of the College and have been told about or witnessed conduct that may violate these policies. A report should be made as soon as possible after the perceived inappropriate conduct. Any student or employee who feels that he/she is being or has been harassed, assaulted, or discriminated or retaliated against should bring the matter to the attention of the Title IX Coordinator (if the victim is a student) or the appropriate supervisor and/or manager or CHS human resources representative (if the victim is an employee).

The Student Code of Conduct and Disciplinary Process may also be consulted. Serious assault should also be reported directly to the local law enforcement agency.

All persons are advised that, regardless of whether they make a report pursuant to this policy, they have the right to file a complaint with law enforcement officials with respect to any conduct that may constitute a crime.

A person may also file a report with the Department of Education's Office of Civil Rights regarding alleged violation of Title IX by visiting [www2.ed.gov/about/offices/list/ocr/complaintintro.html](http://www2.ed.gov/about/offices/list/ocr/complaintintro.html) or calling 1-800-421-3481.

## **SOLICITATION AND FUNDRAISING ON CAMPUS**

In order to ensure, as far as possible and reasonable, that the integrity of the campus as an academic community and the privacy of students is preserved, individuals and/or organizations may not advertise, sell or solicit a service or product or take orders for articles or services on campus unless authorized by the Dean, Student Affairs and Enrollment Management, or designee. Cabarrus College reserves the right to regulate the time, place and manner of the solicitation, when authorized.

Please contact the Office of Campus and Community Outreach or the Dean, Student Affairs and Enrollment Management for specific details on the College's policies and procedures for conducting any fundraising and/or solicitation event.

## **STUDENT COMPLAINTS OR GRIEVANCES**

Complaints regarding academic matters such as grades should be made in accordance with the Academic Appeals procedures found in the College Catalog and Student Handbook. Normally a complaint will follow this chain of authority: the professor concerned, the Program Chair, and the Provost. The student should take the complaint to the first level then proceed through each level until receiving a final answer or until the problem is solved. The Coordinator, Advising and Student Success is available to assist students with this process.

All such complaints will be acted upon with high priority. The Coordinator, Advising and Student Success will ascertain the circumstances involved and will share that information with the student. If the complaint deserves a specific kind of action, the Coordinator will see that such action is recommended to the appropriate authority. In all cases, the student's right to privacy will be observed.

Any student who wishes to file a non-academic complaint or grievance should refer to the Student Conduct Code and Discipline System.

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

Cabarrus College values input from students and has set up several ways for students to participate in decision making processes:

- The Student Government Association (SGA) meets once a month and welcomes all students to participate in the meetings. SGA is given a portion of student fee money to use for student activities or campus improvements. SGA members help decide how this money is used.
- The President, Dean for Student Affairs and Enrollment Management, and the Provost host lunches each semester to get to know the student body and gather feedback on their experiences at the College.
- The annual Student Opinion Survey provides an opportunity for students to anonymously provide feedback. The Student Opinion Survey is distributed via Cabarrus College email in April.

Students who are interested in participating in the above events or sharing their ideas in other ways can contact the Coordinator, Campus and Community Outreach.

## **STUDENTS WITH DISABILITIES**

Cabarrus College of Health Sciences provides reasonable accommodations, upon request, to qualified individuals with documented disabilities. In accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, Disability Services assists students with physical, psychological and learning disabilities in fulfilling the fundamental requirements of the curriculum by accessing reasonable accommodations to ensure that they have equal access to educational opportunities at the College. The College is not required to fundamentally alter its course/degree requirements in order to grant accommodations.

Students wishing to request accommodations must self-identify and must meet with the [Coordinator, Advising and Student Success](#) at the beginning of each semester to request services, review their documentation and discuss their courses. The College requires that a copy of a recent assessment, completed by an appropriate service provider, be on file with the [Coordinator, Advising and Student Success](#). The assessment should include recommendations made by the service provider. All information related to disabilities will remain confidential.

## **TOBACCO FREE CAMPUS**

Cabarrus College prohibits the use of all tobacco products on campus and in its facilities. This includes the College campus and the campuses of clinical and fieldwork affiliates. Any form of tobacco including, but not limited to, cigarettes, electronic cigarettes, vapor sticks, cigars, pipe tobacco, chewing tobacco, snuff, etc. is prohibited. Tobacco free areas include all property such as building stairways, and outside areas adjacent to building entrances and exits; parking lots, parking decks and within any personal vehicle while conducting College business. Tobacco use is discouraged on properties neighboring the campuses of the College and affiliates. Students enrolled in classes with a clinical or fieldwork component must not have a recognizable odor of

tobacco smoke when returning from breaks or in preparation for assignments. Violation of this policy constitutes misconduct and the student will be subject to disciplinary action up to, and including dismissal. Students may contact EAP for resources available to assist students with cessation of tobacco usage. Quit Smart Smoking Cessation classes are available through NorthEast Health and Fitness Institute for a fee.

## **TRANSPORTATION TO CAMPUS, CLINICAL AND FIELDWORK**

Students are responsible for providing their own transportation to all campus, clinical and fieldwork experiences.

Any student may have a car on campus provided it is registered with Cabarrus College, displays appropriate parking identification and is parked in the designated parking areas.

## **SOCIAL MEDIA COMMUNICATIONS**

### *Social Media Guidelines*

- Before posting online, consider if what you say conveys pride in being a member of Cabarrus College.
- Think before you post.
- Realize your posts are public. Even with privacy settings, your photographs and information may be accessible by others for years to come.
- Respect the rights of others. Use the same discretion as in face-to-face interactions, phone, or email communications-avoid hiding behind anonymity, be polite, and keep comments appropriate. Refrain from posting anything profane, libelous, hateful, harassing, slanderous, or obscene.
- Protect confidential information, including information about patients, students, employees, and friends.
- Posting during class, clinical, or work hours should occur only if part of the course assignment or work duties

### *Social Media Outlets*

The College will utilize Facebook, Twitter and Instagram to provide news about Cabarrus College. This can include announcements related to events happening at the College (e.g. first day of class & welcoming students, open house, etc.) awards to students, student groups, or faculty/staff, and updates on where Cabarrus College recruiters will be visiting. This will include news that may not be sufficient for a press release, but important none the less. Suggestions for postings should be made to the Director, Recruitment and Retention. The content of postings will be determined by the Director, Recruitment and Retention in consultation with the Admissions Specialist.

## **STUDENT CONDUCT CODE, DISCIPLINARY ACTIONS AND APPEAL PROCEDURE**

Students are expected to adhere to the student code of conduct and uphold the College values of caring, commitment, teamwork, and integrity. If at any time it is the judgment of the faculty, staff, or administration that a student has failed to meet the behavioral expectations of the College, the student may face disciplinary action leading up to or including probation, suspension, or dismissal. The full policy can be located in the Student Handbook and online.

## **VOTER REGISTRATION**

Voter registration is the responsibility of all citizens. Students are encouraged to register to exercise his or her rights and vote. Voter registration forms are provided from Student Affairs. Visit the North Carolina State Board of Elections website at <http://www.ncsbe.gov/ncsbe/> to register, review or update your registration information. Join Student Affairs in celebrating this right on Constitution Day each September.

# STUDENT SERVICES

Many programs, activities and services contribute to your life as a student at Cabarrus College. The more connections you form with people, events, and resources, the more satisfying your college experience. Student Affairs invites you to take full advantage of the opportunities that help foster your development, toward not only your intellectual pursuits, but holistic growth in domains such as cultural, social, moral and physical.

## ACADEMIC ADVISING

In order to assist students in achieving their educational goals, each student is assigned an academic advisor. The faculty and staff who work as Advisors assist students with advising or degree program questions, goal setting, course registration, referral to campus resources, and other services designed to contribute to their academic experience. Advisors familiar with the College's educational programs assist students during registration periods. The Office of Student Records and Information Management ensures that students are assigned to a degree program advisor and coordinates new student advising and registration. The ultimate responsibility lies with the individual student to comply with all academic policies and to fulfill graduation requirements.

## ACADEMIC SUPPORT

Faculty and professional staff members meet with individual students to help them assess their learning styles, to develop goals for their academic programs, and to assist them in implementing strategies that will maximize their performance. In addition to study skills and time management strategies, staff members work with students to problem-solve specific academic issues and help students identify services that will aid them in achieving their goals.

## CHILDREN ON CAMPUS

Students who find it necessary to bring their children on campus must supervise them at all times. Children at no time should attend classes. Dixon Academy at NorthEast is located on the College campus and offers childcare on a space available basis. For information on rates and availability contact Dixon Academy at NorthEast at 704-786-1550.

## COUNSELING SERVICES - OFF-SITE SERVICES THROUGH CAROLINAS HEALTHCARE SYSTEM (CHS EAP)

Carolinas HealthCare System Employee Assistance Program (EAP) is designed to help Cabarrus College students and members of their family with all types of issues such as marital conflicts, financial problems, job stress, emotional strains, alcohol and drug problems, legal issues, and difficulties with children. Provided on a confidential basis, the EAP counselors offer help when it is needed most.

Cabarrus College students are able to visit an EAP counselor at no cost. The services are provided in a casual and secure environment so that students can feel safe and confident in their decision to seek help. The counselor will help clarify concerns and offer treatment options. The sessions are time-limited, with a maximum number of six sessions permitted per year. The year will begin the day of the student's first session. However, after the student's sixth session or a year has elapsed from the student's first session, the topic of discussion can no longer be discussed. A new issue/concern must take place. If further counseling is required, referrals can be made to area treatment professionals whose services can often be billed to a student's insurer.

Carolinas HealthCare System EAP requires its counselors to meet strict credentialing requirements to maintain its ability to address the complex assortment of student problems that may arise. EAP staff holds Certified Employee Assistance Professional (CEAP) certifications, Certified Substance

Abuse Counselor (CSAC) certifications, Substance Abuse Professional (SAP) certifications, National Certified Counselor (NCC) certification and/or Licensed Professional Counselor (LPC) credentials. For more information, call the EAP office of Carolinas HealthCare System at 704-355-5021 or 800-384-1097. For more information, visit the CHS EAP website at [www.chs-eap.org](http://www.chs-eap.org). All contacts are private and confidential.

CHS EAP provides confidential access to information, referrals and crisis assistance 24 hours a day, seven days a week. All students and employees have access to EAP by calling 1-800-384-1097 or 704- 355-5021 or visiting [www.chs-eap.org](http://www.chs-eap.org) . Eligibility is extended to any student's or employees' immediate family members.

Locations:

720 East Blvd.  
Charlotte, NC 28203

802 N. Lafayette St.  
Shelby, NC 28150

125 Doughty St., Suite 530  
Charleston, SC 29403

380 Copperfield Blvd.  
Concord, NC 28025

2202-D W. Roosevelt Blvd.  
Monroe, NC 28110

For emergencies, assistance may be obtained 24-hours daily from the following resources:

- Emergency Services 911 (Ambulance, Fire, Police) from campus dial 9-911
- Concord Police Department 704-786-9155 (communications)
- Cabarrus County Sherriff's Department 704-920-3000 (communications)
- CHS EAP 1-800-384-1097 or 704-355-5021
- CMC-NE Ask First at 1-800-575-1275
- National Suicide Prevention Lifeline 1-800-273-8255
- National Hopeline 1-800-784-2433
- CVAN (Domestic Violence and Rape Crisis Services) 704-788-2826

*Prevention and Wellness Seminars*

CHS EAP offers training and wellness seminars. These workshops are designed to provide students with education and training on today's work/life balance issues. Sample topics include: budgeting, stress management and dealing with difficult people. Seminars may also be offered as web-based training. These webinars allow participants to dial in toll-free from any location and interact through a real-time training session on any desktop computer.

**FOOD SERVICES**

Students have access to Carolinas Healthcare Systems NorthEast's cafeteria (Cafe 920) or at nearby restaurants at their own expense. The Hayes Student Pavilion is equipped with a vending system (Avenue C) that has a varied selection of fresh foods, snacks, drinks and much more. There are also microwave ovens provided for student use.

**HEALTH SERVICES**

Students needing health services should follow the criteria as defined in personal insurance policies or contact their carrier for specific instructions. If students are unable to reach their private physician, Carolinas HealthCare System NorthEast's Emergency Care Center offers 24-hour access. Carolinas Healthcare Systems Urgent Care-Cabarrus offers care from 8 a.m. until 8 p.m., seven days per week except major holidays. Carolinas HealthCare System Urgent Care-Cabarrus is located at 1090 NorthEast Gateway Court, NE, Suite 202 in Concord. The number is 704-786-6122. Students are responsible for any fees or charges for medical care or ancillary services. All students are eligible for annual flu immunizations, at no cost, when available.



Students are eligible to receive employee discounts at Carolinas HealthCare System NorthEast's Gateway and Pavilion Pharmacies by requesting the discount and presenting their current ID badge.

## INFORMATION RESOURCE CENTER

### *Location, Services, Hours, and Staff*

The College's library, known as the Information Resource Center (IRC), is located at CHS Northeast Hospital near the Mariam Cannon Hayes Family Center on the lower level of the hospital. The IRC is accessible to anyone at the College and is a short walking or driving distance away. The physical space of the IRC has six computer workstations connected to a network printer and access to the Internet. The IRC also has wireless access available if a patron prefers using their laptop or mobile phone. The IRC has places to study or hold a meeting for groups up to 75 people.

The IRC provides a variety of information literacy services to the Carolinas Healthcare System community of students, faculty, staff and CHS Northeast employees. Some of these services are individual consults on selecting resources for research and searching databases, book circulation and providing a study area.

The IRC staff includes two American Library Association accredited librarians with Masters' degrees. The IRC Manager assists students with research and the E-Resources and Serials librarian assists students with e-access and journals. The librarians are available in-person at the IRC physical location, and by e-mail and phone. The librarians can also receive faxed requests.

The IRC is staffed Monday-Thursday from 8:00 a.m. to 4:00 p.m., Fridays and Saturdays by appointment only. There is also a twenty-four hour, seven days a week badge access reader that Cabarrus College faculty, staff, students and CHS Northeast employees can use to gain access to the IRC.

### *Online Resources*

Faculty, staff and students can access the IRC website and use the online databases at [http://www.cabarruscollege.edu/student\\_life/academic\\_resources/information\\_resource\\_center.cfm](http://www.cabarruscollege.edu/student_life/academic_resources/information_resource_center.cfm). Some of the resources require a username and password.

The AHEC Digital Library is the virtual library for the College and provides electronic databases, e-journals, and e-books. Through the AHEC Digital Library Consortium, the College has access to electronic journals and electronic databases such as Ovid Medline (1946 to present), EBSCO's CINAHL, PsychArticles and EBM Resources Cochrane Database of Systematic Reviews.

### *Physical Resources*

The IRC has nearly 2000 book and journal titles listed in its online catalog. The online catalog is hosted by Resource Mate. The online IRC catalog can be found at <http://rmhosting.dyndns.org/16721/libsearch.exe?dbNum=1&action=3&Type=B>.

The IRC maintains several collections of particular interest to our patrons, for example:

- General Collection – a mix of historical and current books
- Leadership
- Reserve Collection – this collection supports the College programs
- Pastoral Care
- Reference
- Occupational Therapy
- Nursing

- Print Journals
- Charlotte AHEC Digital Library Collection
- E-journal Collection
- Digital Yearbooks

The check-out period for the general check-out collection is one month and those books can be renewed for an additional check out period. The College Reserve is in-library use only. On occasion, instructors may copy (with copyright permission) a pertinent article and place it on reserve for student use. These articles cannot be removed from the IRC except by an instructor.

### **NET PRICE CALCULATOR**

In accordance with the Higher Education Act of 2008, each College that participates in Federal student aid programs is required to post a [Net Price Calculator](#) on its website. The purpose of the calculator is to provide an estimated net price to current and prospective students.

This calculator only utilizes data from first-time, full-time students. At Cabarrus College this group of students consists of less than 5% of our student population. Depending on your situation, this calculator may or may not be a good indication of the overall student net price. The calculator only includes scholarships and grants. It excludes the low interest Federal Direct Loans and Federal Work Study which are offered to Cabarrus College students who meet the criteria. Please see visit [http://www.cabarruscollege.edu/net\\_price\\_calculator/npcalc.htm](http://www.cabarruscollege.edu/net_price_calculator/npcalc.htm) to access the calculator.

### **NORTHEAST HEALTH AND FITNESS INSTITUTE**

Students may join the NorthEast Health & Fitness Institute for \$10 a month. The Institute's dedicated team of health and fitness professionals offers clinical exercise programs, health education, behavior modification and counseling programs in a supportive and motivating environment. The Institute is located at 1090 NorthEast Gateway Court, NE – Suite 102 and can be reached by calling 704-403-9250 or 704-403-9273.

### **ORIENTATION**

Cabarrus College requires every new student to be oriented. Orientation includes basic information on facilities, policies and programs with a concentrated focus on key safety components, college and corporate requirements, and resources available to students. Important information includes segments on FERPA and HIPAA Privacy compliance. Federal mandates such as voter registration, alcohol and drug prevention program, sexual harassment, sexual violence and assault prevention, Title IX, and financial aid are reviewed. Information is provided from the offices of Student Records, Admissions, Financial Aid, Business, Information Resource Center, Technology, and Security (including campus crime statistics). All students receive email, Canvas and SONISWEB information including user IDs and passwords. Students will be required to sign documents including but not limited to the enrollment agreement, release from responsibility, and confidentiality. At their discretion, some programs may provide a program specific orientation.

### **PEER TO PEER FILE SHARING AND COPYRIGHTED MATERIALS**

Campus users are reminded that Federal copyright laws (34 CFR 668.43(a)(10)(ii)) apply to many forms of intellectual property including copyrighted music and videos. Cabarrus College users are prohibited from distributing copyrighted materials through illegal downloading or peer-to-peer distribution of intellectual property. The College encourages the legitimate downloading of copyrighted material through recognized channels such as Amazon.com, iTunes, and other known repositories.

Lists of legal download sources are provided by:

- [EDUCAUSE](#)
- [Recording Industry Association of America](#)
- [Motion Picture Association of America](#).

Instances of violations are subject to College policies (08-06 Student Code of Conduct and Disciplinary Actions) where violators may face disciplinary action leading up to or including probation, suspension, or dismissal and Federal Laws as described below.

Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute a copyrighted work. In the file-sharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement.

Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or "statutory" damages affixed at not less than \$750 and not more than \$30,000 per work infringed. For "willful" infringement, a court may award up to \$150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys' fees. For details, see Title 17, United States Code, Sections 504, 505.

Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to \$250,000 per offense. For more information, please see the website of the [U.S. Copyright Office](#), especially the [FAQs](#).

### **SINGLE POINT OF CONTACT**

Cabarrus College's *Single Point of Contact (SPOC)* is Cara Lursen, Coordinator, Campus and Community Outreach. She can assist homeless unaccompanied youth who are enrolling in or attending Cabarrus College. Assistance includes:

- Facilitating campus discussions among admissions, financial aid, academic support services, student services, and area housing options to develop a system of support for unaccompanied homeless youth.
- Linking unaccompanied homeless youth with campus resources (student services, academic support, etc.) and community resources (Food Stamps, housing, etc.).
- Expediting the process of determining eligibility for independent student status for the FAFSA.
- Conducting interviews for independent student status on the same day of college/university visits if possible.
- Accepting forms used by other campuses to verify student status.
- Centrally storing and accepting personal documentation for homeless unaccompanied youth.

Contact Cara Lursen at 704-403-1614 for assistance.

### **STUDENT SUCCESS SERVICES**

The Office of Advising and Student Success offers the following services and programs to help our students be successful:

- Tutoring services –
  - Attend scheduled group Guided Study Sessions (GSS) led by trained peer tutors,

- Attend weekly One-on-One (1:1) tutoring sessions,
- Utilize Smarthinking Online Tutoring Services. This service provides the ability to connect with on demand expert tutors for drop-in sessions 24/7, schedule an appointment in advance, submit writing for detailed review, or ask questions offline. This service can assist students in Nursing, Allied Health, and many general education courses.

These tutoring services are offered at no charge to the students.

- The College has devised two formal grade warning systems to help students attain a successful educational experience. The early alert warning system allows faculty and staff to identify students with academic concerns after the fourth week of the semester. Students are contacted by the Coordinator of Advising & Student Success to schedule an appointment to discuss resources available and to develop a plan for improvement. After official midterm grades have been reported, any undergraduate student with a failing grade D+ or below in a non-major course or C+ or below in a major course receives notification from the Dean, Student Affairs & Enrollment Management. These students are required to meet with the Coordinator, Advising and Student Success to develop an Academic Improvement Student Success Plan. Early warnings allow the students ample opportunity to correct academic behaviors either before midterm or final grades are assigned.

Steps to success may include but are not limited to: conferences with academic advisor and/or instructor for individualized guidance or counseling; referral to group or individual peer tutoring; attendance at Student Success group sessions such as time management, stress management, memory, reading and note taking skills, and effective test taking strategies; and/or advisement regarding restructuring of curriculum plan.

- The Office of Advising and Student Success also coordinates the ASPIRE (Associate of Science, Prepared, Informed, Ready, Educated) program, a student success and leadership program for Associate in Science students. The ASPIRE program begins with ASPIRE Camp, held in the summer for incoming freshmen. ASPIRE II meetings are held monthly throughout the academic year and address topics such as Student Success, Career Success, Community Service and Leadership Development.

## **STUDENT TESTING AND SURVEYS**

The College administers a variety of tests, inventories, surveys and profiles. The Admissions Office offers the ACT and ASSET to be used in the admissions process for students who have applied to Cabarrus College. All associate and baccalaureate degree seeking students are required to take the ETS Proficiency Profile as part of their orientation to the College and again at the end of the semester in which the student anticipates graduation. Students are requested to participate in surveys throughout the academic year as part of the College's institutional effectiveness to identify factors that influence graduate and undergraduate academic success and satisfaction.

## **STUDENTS WITH DISABILITIES**

In accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, Disability Services assists students with physical, psychological and learning disabilities in fulfilling the fundamental requirements of the curriculum by accessing reasonable accommodations to ensure that they have equal access to educational opportunities at the College. Students wishing to request accommodations must self-identify and must meet with the Coordinator, Advising and Student Success at the beginning of each semester to request services, review their documentation and discuss their courses. The College requires that a copy of a recent assessment, completed by an appropriate service provider, be on file with the Coordinator, Advising and Student Success. The assessment should include recommendations

made by the service provider. All information related to disabilities will remain confidential. The College is not required to fundamentally alter its course/degree requirements in order to grant accommodations.

## **TEXTBOOKS AND ONLINE BOOKSTORE**

Cabarrus College has an online bookstore at <http://bookstore.mbsdirect.net/cabarruscollege.htm> which includes the book list inclusive of book titles, editions and ISBNs. The cost of books is not included in tuition and fees and varies by program. Titles are available in new, used, rental and electronic format. Books may also be bought back at the end of the semester. Students may use Financial Aid credits to purchase books online.

A bookstore voucher will be provided by the seventh day of the payment period to any student who meets all of the following requirements before the beginning of the payment period:

- has completed a current FAFSA form and listed Cabarrus College
- has provided all required financial aid documents requested
- is Pell grant eligible
- would have a credit based only on Federal Student Aid sources

Students do not have to use the book store voucher provided and use of the voucher is considered to have authorized the use of the FSA funds.

## **Bookstore Refund Policy**

The online bookstore return policy is determined by MBS, Cabarrus College's bookstore partner, and may be found at <http://bookstore.mbsdirect.net/cabarruscollege.htm>

## **TITLE IX COORDINATOR**

Cabarrus College endeavors to promptly investigate any complaint regarding discrimination based on its programs and activities or based on any sexual harassment or violence. The Title IX Coordinator (Cara Lursen, Coordinator, Campus and Community Outreach), is responsible for conducting an immediate investigation of any complaint and ensures prompt resolution of student and/or employee complaints alleging any action related to sexual discrimination, harassment or violence. In case of a conflict or absence of the Title IX Coordinator, the Dean, Student Affairs and Enrollment Management will serve as the designee. The Title IX Coordinator's office is located in the Hayes Student Pavilion, Office 105 and can be reached at 704-403-1614 and after hours through the Administrator on call at 704-403-3000.

## **VEHICLE ACCIDENTS, NON-EMERGENCY**

In the event a motor vehicle is damaged while on the College campus, contact Carolinas HealthCare System NorthEast campus security immediately at 704-403-3000 or 704-403-1192.

# **STUDENT HONOR SOCIETIES AND ORGANIZATIONS**

## **HONOR SOCIETIES**

### **Lambda Nu National Honor Society (AN)**

Lambda Nu, the National Honor Society for Radiologic and Imaging Sciences chartered a local North Carolina Gamma Chapter at Cabarrus College to recognize scholarship within the Medical Imaging discipline. This chapter is open to students and alumni with a cumulative GPA of 3.0 after completing 12 credit hours in the program. For verification of eligibility, contact the Medical

Imaging Program Chair. Members will be eligible to display the green and maroon AN honor cords at graduation.

### **Phi Theta Kappa International Honor Society (PTK)**

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 are eligible to wear a Phi Theta Kappa cord as part of the graduation regalia.

### **Sigma Theta Tau International Honor Society of Nursing (STTI)**

Upsilon Mu Chapter, chartered in 2008, strives to uphold the mission of STTI which is to support the learning, knowledge, and professional development of nurses committed to making a difference in health worldwide. STTI's vision is to create a global community of nurses who lead in using knowledge, scholarship, service and learning to improve the health of the world's people. Membership to the Upsilon Mu Chapter is by invitation to baccalaureate nursing students who: demonstrate excellence in scholarship (cumulative GPA 3.00 or higher); have completed at least

half of the baccalaureate nursing program curriculum; and rank in the upper 35 percent of the BSN graduating class. Nurse leader membership is offered to RNs in the community who hold a baccalaureate degree or higher in nursing or other disciplines and demonstrate achievement in nursing.

## **STUDENT ORGANIZATIONS**

### **Cabarrus College Association of Nursing Students (CCANS)**

The Cabarrus College Association of Nursing Students is a local chapter of the National Student Nurses Association (NSNA), 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).

### **Cabarrus College Rotaract**

Cabarrus College Rotaract is a Rotary-sponsored service club for enrolled students. Cabarrus College 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 Cabarrus College 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 non-denominational organization which provides spiritual guidance and fellowship opportunities for all interested students. Activities may include community service projects, fundraisers, and social gatherings.

### **Medical Assistant Student Organization (MASO)**

Membership in MASO is open to all students enrolled in the Medical Assistant Program. The purpose of this organization is to promote the Cabarrus College Medical Assistant Program and

advance the profession further by encouraging participation in local, state, and national organizations of the Medical Assistant profession. Club members meet periodically to plan and participate in activities such as community service, professional development, and fundraising activities.

### **Pharmacy Technology Student Association (PTSA)**

The Pharmacy Technology Student Association is an organization open to all students in the Pharmacy Technology Program. The purpose of this organization is to promote the profession by encouraging participation at the state and national levels. Activities include guest speakers, continuing education opportunities and community service projects.

### **Student Government Association (SGA)**

SGA is the leadership umbrella over all student clubs and organizations. Membership is open to all Cabarrus College students. SGA promotes self-governance and provides students with a voice in the College's decision making process. SGA also allows students from all academic programs to come together to plan events and services for the College. SGA receives a portion of student fees to provide improvements to the campus and activities for students. All students are welcome to join SGA and help decide how the student fee money is used.

### **Student Occupational Therapy Association (SOTA)**

The Student Occupational Therapy Association is open to all Occupational Therapy Assistant (OTA) and Occupational Therapy (OT) Program students, or current students who are interested in enrolling in the OTA program. The purpose of the organization is to promote the profession of occupational therapy and provide service to the community through student activities. Students are encouraged to influence current issues affecting the occupational therapy profession through their involvement in the Annual National Student Conclave. Membership in the American Occupational Therapy Association and the North Carolina Occupational Therapy Association are recommended.

### **Surgical Technology Student Association (STSA)**

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 in the field of surgical technology.

# ACADEMIC REQUIREMENTS

## GENERAL EDUCATION

A general education program is predicated on the belief that a particular body of knowledge and a particular set of competencies exist which are common to liberally educated people and which enable them to function as whole persons in a pluralistic society.

### Mission

General Education at Cabarrus College of Health Sciences contributes to the development of the whole person by promoting knowledge integration, thus enabling students to discover connections between different disciplines and real-life applications.

Students will develop the following four core competencies through a combination of appropriate general education coursework as well as through direct instruction and reinforcing projects and experiences within their program course work.

## Core Competencies

### Critical Thinking

The ability to analyze, interpret, and apply learning in order to identify and solve problems, make judgments and decisions, act, and evaluate actions taken. Particular critical thinking skills can vary from discipline to discipline.

Student Learning Outcomes:

- Apply basic scientific, quantitative, qualitative, and technological methods and knowledge.
- Utilize methods and technologies appropriate to the discipline to investigate research questions, generate predictions, test hypotheses and/or solve problems.
- Apply sound and original thinking to solve real-life problems.
- Express quantitative and/or qualitative evidence in support of an argument or hypothesis.

### Effective Communication

The ability to develop and express complex ideas clearly, coherently, and logically in a style appropriate for both purpose and audience.

Student Learning Outcomes:

- Develop the information literacy needed to determine the validity of information sources and apply these skills in communication environments.
- Demonstrate proficiency in using major categories of computer software such as word processing, spreadsheet and presentation software.
- Interpret college-level readings in various settings and disciplines.
- Write coherent, grammatical pieces for a variety of topics and audiences.

### Social Responsibility

The ability to apply knowledge acquired from one's experiences at Cabarrus College of Health Sciences to be ethically responsible, culturally proficient, informed and involved in civic affairs.

Student Learning Outcomes:

- Identify ethical perspectives and responsibilities of individuals in today's society.
- Identify the influence of cultural and socioeconomic background in shaping attitudes and opinions (in themselves and others).
- Articulate one's own beliefs and behaviors regarding forms of social inequality.



- Evaluate the consequences of prejudicial attitudes and discriminatory actions.

### **Knowledge Integration**

The ability to use information and concepts from studies in multiple disciplines in their intellectual, professional, and community lives.

Student Learning Outcomes:

- Identify the relationships among different perspectives within a field of study or among different fields of study.
- Synthesize connections among experiences outside of the formal classroom (including life experiences and academic experiences such as internships) to deepen understanding of fields of study and to broaden own points of view.
- Draw conclusions by combining examples, facts, or theories from more than one field of study or perspective.

### **General Education Core Requirements**

Undergraduate degrees offered at Cabarrus College require completion of General Education coursework.

In associate degree programs, students must complete a minimum of 15 semester hours of general education coursework, with at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural sciences/mathematics.

In baccalaureate programs, students must complete a minimum of 30 semester hours of general education coursework, with at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural sciences/mathematics.

Diploma students must complete a minimum of 6 semester hours of general education coursework.

General education coursework is optional in certificate programs.

Graduate level programs need only focus on courses in the major; general education courses are not required.

### **Assessment of General Education Competencies – ETS Proficiency Profile**

All undergraduate certificate and degree seeking students are required to take the Educational Testing Service (ETS) Proficiency Profile upon enrollment and again before graduation. This 70-minute test measures:

- proficiency in the areas of critical thinking, reading, writing and mathematics in the context of humanities, social sciences, and natural sciences;
- academic skills developed, as opposed to subject knowledge taught, in general education courses.

Cabarrus College utilizes student scores to assess students' general education competencies upon entry into and exit from the College. Students are strongly encouraged to do their best on this brief yet highly important examination.

## **LOUISE HARKEY SCHOOL OF NURSING**

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

### **BACHELOR OF SCIENCE IN NURSING DEGREE (RN to BSN online)**

The Bachelor of Science in Nursing Degree (RN to BSN) online program is designed for Registered Nurses (RNs) who are seeking to expand their skills in the ever-changing healthcare industry as well as for RNs preparing for graduate level education.

#### **Mission**

The mission of the BSN program is to provide innovative educational opportunities for nurses to develop leadership skills to competently work in partnership with individuals, families, and communities to promote health in a variety of healthcare settings.

#### **Program Student Learning Outcomes**

Upon completion of the RN to BSN Program students will be able to:

- Integrate concepts of community health, community and the role of public health nursing.
- Synthesize knowledge of nursing and community health in practice to promote, restore and maintain the health potential of groups and populations in the community.
- Incorporate assessment findings, theory and research in the delivery of an education project to a selected population.
- Collaborate with faculty and community partners to develop an education program involving a community health issue and incorporates knowledge of health disparities.
- Demonstrate positive work relationships with community partners during their service learning experience.
- Enhance knowledge of cultural competence through the service learning experience.
- Complete a satisfactory community assessment activity.
- Communicate professionally, accurately and effectively in verbal, nonverbal, written and digital modes.
- Assume accountability/responsibility for the professional nursing role(s) of advocate, clinician, coordinator, educator, and leader in promoting the health of populations/aggregates.

#### **BSN Completion Degree Curriculum Plan**

The Bachelor of Science in Nursing degree will be awarded to students who successfully complete a minimum of (122) hours of course work. In this baccalaureate completion program, up to sixty-one (61) credit hours are awarded for successful completion of an associate degree or diploma program in nursing which includes courses in the nursing major and general education. The completion program requires an additional 21 credit hours in general education and elective courses, and 40 credit hours in upper level nursing and major courses for a minimum of 122 credit hours. All nursing (NSG) courses are designed to be completed in a five-week period.

Students are strongly encouraged to enroll in the following courses prior to enrolling in the Nursing Course Sequence outlined below:

- BUS 310 Introduction to Financial Management\*\*
- MAT 201 Introductory Statistics\*
- ENG 302 Professional Research and Reporting\*
- SOC 313 Diversity\*

Completion of the aforementioned courses will be required for graduation. Students who do not complete the aforementioned courses prior to starting the Nursing Course Sequence must meet with the advisor to create a plan for adding these courses into the student's curriculum plan.

## Fall Nursing Course Sequence<sup>+</sup>

<b>Fall I</b>		<b>Credit Hours</b>
<b>Course #</b>		
ENG 315*	Creative Writing	3
NSG 300**	Nursing in Society	3
NSG 301**	Health Assessment	3
NSG 303**	Nursing Leadership	3
	<b>TOTAL</b>	<b>12</b>
<b>Spring I</b>		
Elective	General Education or Non-Major Elective	3
NSG 302**	Coping with Grief and Loss	3
NSG 305**	Health Policy	3
NSG 313**	Nursing Informatics	3
	<b>TOTAL</b>	<b>12</b>
<b>Summer I</b>		
Elective	General Education or Non-Major Elective	3
NSG 406**	Quality and Safety in Nursing	3
	<b>TOTAL</b>	<b>6</b>
<b>Summer II</b>		
HSL 410**	Legal and Ethical Issues in Contemporary Society	3
NSG 407**	Nursing Research	3
	<b>TOTAL</b>	<b>6</b>
<b>Fall II</b>		
COM 301*	Communication, Culture and Community	3
NSG 403**	Current Issues and Trends	3
NSG 410**	Health and Population Service	
NSG 411**	Transitions in Care	3
	<b>TOTAL</b>	<b>13</b>
	Associate Degree Credit	61
	BSN Completion Program	61
	<b>Total Degree Hours</b>	<b>122</b>

\* General Education Course

\*\* Major Course

<sup>+</sup>This curriculum may be adapted for part time students.

## Spring Nursing Course Sequence<sup>+</sup>

<b>Spring Course #</b>		<b>Credit Hours</b>
ENG 315*	Creative Writing	3
NSG 300**	Nursing in Society	3
NSG 301**	Health Assessment	3
NSG 303**	Nursing Leadership	3
	<b>TOTAL</b>	<b>12</b>
 <b>Summer I</b>		
NSG 305**	Health Policy	3
NSG 313**	Nursing Informatics	3
	<b>TOTAL</b>	<b>6</b>
 <b>Summer II</b>		
HSL 410**	Legal and Ethical Issues in Contemporary Society	3
NSG 302**	Coping with Grief and Loss	3
	<b>TOTAL</b>	<b>6</b>
 <b>Fall</b>		
Elective	General Education or Non-Major Elective	3
COM 301*	Communication, Culture and Community	3
NSG 406**	Quality and Safety in Nursing	3
NSG 410**	Health and Population Service	4
	<b>TOTAL</b>	<b>13</b>
 <b>Spring</b>		
NSG 403 **	Current Issues and Trends	3
NSG 407**	Nursing Research	3
NSG 411**	Transitions in Care	3
Elective	General Education or Non-Major Elective	3
	<b>TOTAL</b>	<b>12</b>
	Associate Degree Credit	<b>61</b>
	BSN Completion Program	<b>61</b>
	 <b>Total Degree Hours</b>	 <b>122</b>

\* General Education Course

\*\* Major Course

<sup>+</sup>This curriculum may be adapted for part time students.

### General Education Electives<sup>#</sup>

<b>Humanities/Fine Arts</b>	<b>Natural Sciences</b>
HUM 310 Art Appreciation	BIO 330 Cell Biology
HUM 315 Women in Art	BIO 340 General Genetics
	BIO 410 Advanced Applications of Human
<b>Interdisciplinary Health Studies</b>	Anatomy and Physiology
IHS 405 Critical Thinking	BIO 420 Functional Kinesiology
	BIO 430 Fundamentals in Neuroscience
<b>Math</b>	BIO 440 Pathophysiology
IHS 501 Applied Statistics and Research	

## Methods

### Social Sciences

ENV 301 Environmental Health

SOC 320 Sociology of Health and Illness

### Non-Major Electives<sup>#</sup>

HSL 303 Health Services Supervision	IHS 301 Yoga I
HSL 330 Human Resources Management	IHS 302 Yoga II
HSL 341 Issues in Performance Improvement	IHS 303 Yoga III
HSL 400 Organizational Dynamics & Communications	IHS 304 Yoga IV
HSL 403 Current Issues in Health Services Management	IHS 310 Infant Massage
	IHS 320 Healing Touch

<sup>#</sup>Some electives are offered in hybrid format, requiring some on-campus attendance. Check course description for additional information.

## Admission

For admission into the RN-BSN program, applicants must meet the general college admission requirements found in the Catalog and submit:

- An official transcript showing completion of an associate degree or diploma in nursing.
- Evidence of a minimum cumulative GPA of 2.5 in all post-secondary coursework.
- A current unencumbered, active license to practice as an RN in NC or compact license before beginning classes.
- Two references *utilizing the College form* from persons familiar with your capabilities:
  - Applicants enrolled in or currently graduating from an associate degree nursing program must provide two references from current nursing faculty.
  - Nurses who currently are employed and hold an unencumbered license must provide two professional references (e.g., supervisor, co-workers, recent instructor).

As a distance education program, it is important for applicants to understand the requirements with regard to characteristics of a successful online student, necessary computer skills, and technology requirements. Therefore, applicants should review the information available under Distance Education in the College catalog and/or website, and complete the online readiness assessment available on the website to insure readiness.

## CHS Teammate & CHS College Scholarship Program Admission Requirements

Cabarrus College of Health Science offers a scholarship program for current CHS employees, and graduates from Cabarrus College of Health Sciences, Carolinas College of Health Sciences or Mercy School of Nursing who enroll within one year of graduation to the BSN program.

Eligibility requirements for the scholarship program requires the submission of a current unencumbered and active license to practice as a Registered Nurse in NC or compact state (if recent graduate, you must submit this prior to classes beginning).

Admission and enrollment requirements include:

- The submission of a Fast Track Application to the Admissions office at Cabarrus College.
- A minimum GPA of 2.5 in all post-secondary coursework.
- Student must stay continuously enrolled until program completion (either part-time or full-time).
- Maintain a 3.0 GPA

## ASSOCIATE OF SCIENCE IN NURSING (ADN)

### Mission

The mission of the ADN program at Cabarrus College is to prepare graduates for entry-level employment as registered nurses to meet the rapidly changing demands for health care in our communities.

### Program Student Learning Outcomes

Students who graduate with the Associate of Science degree in Nursing will be able to:

- Display behaviors of compassion and advocacy during the provision of nursing care, where the client's choices, values, beliefs, and lifestyles are respected.
- Employ teaching strategies that demonstrate respect for the client's condition and incorporate ongoing primary, secondary, and tertiary prevention strategies to achieve optimal health.
- Utilize clinical reasoning to make decisions and prioritize care for clients in the health care setting.
- Integrate use of established evidence-based nursing protocols with clinical expertise and client-family preferences when providing nursing care for clients.
- Utilize information and technology in clinical practice effectively to promote and evaluate safety and quality, prevent errors, and facilitate decision making.
- Collaborate with the multi-disciplinary team, clients, and families to ensure integration of continuous, high-quality, cost-effective client care.
- Integrate professional responsibility and accountability through demonstration of social responsibility, personal ethics, and service to the community.

### Associate of Science Degree in Nursing Curriculum Plans

The Associate of Science degree with a major in nursing will be awarded to students who successfully complete 57 credit hours in the major and 15 credit hours of general education coursework (72 total credit hours). Curriculum plans for fall and spring admissions list required courses for the degree.

#### Fall Admission

##### Fall

Course #		Credit Hours
BIO 100**	Medical Terminology	1
BIO 210**	Human Anatomy & Physiology I	4
NSG 101**	Introduction to Professional Nursing	1
NSG 111**	Foundations in Nursing-Health Promotion	7
PSY 101*	General Psychology	3
	<b>TOTAL</b>	<b>16</b>

##### Spring

BIO 220**	Human Anatomy & Physiology II	4
Elective*	Math Elective	3
ENG 101*	English Composition I	3
NSG 121**	Foundations in Nursing – Chronic Conditions	7
	<b>TOTAL</b>	<b>17</b>

<b>Summer</b>		
NSG 131**	Foundations in Nursing – Mental Health	6
PSY 150*	Human Growth & Development	3
	<b>TOTAL</b>	<b>9</b>
<b>Fall</b>		
BIO 190**	Principles of Microbiology	4
NSG 201**	Application of Nutrition & Pharmacology	4
NSG 212**	Foundations in Nursing – Family Health	8
	<b>TOTAL</b>	<b>16</b>
<b>Spring</b>		
Elective *	Humanities/Fine Arts Elective	3
NSG 231**	Transition to Professional Practice	2
NSG 241**	Foundations in Nursing – Acute Illness	9
	<b>TOTAL</b>	<b>14</b>
	<b>Total Degree Hours</b>	<b>72</b>

\* General Education Course

\*\* Major Course

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### General Education Electives

<b>Humanities/Fine Arts</b>	<b>Math</b>
ENG 210 World Literature	MAT 171 Pre-calculus Algebra
HUM 220 Music Appreciation	MAT 201 Introductory Statistics
REL 210 World Religions	
SPA 201 Introduction to Hispanic Culture and Language for the Healthcare Professional	

### Spring Admission

<b>Spring</b>		
<b>Course #</b>		<b>Credit Hours</b>
BIO 100**	Medical Terminology	1
BIO 210**	Human Anatomy & Physiology I	4
NSG 101**	Introduction to Professional Nursing	1
NSG 111**	Foundations in Nursing-Health Promotion	7
PSY 101*	General Psychology	3
	<b>TOTAL</b>	<b>16</b>
<b>Summer</b>		
ENG 101*	English Composition I	3
	<b>TOTAL</b>	<b>3</b>
<b>Fall</b>		
BIO 220**	Human Anatomy & Physiology II	4
Elective*	Math Elective	3
NSG 121**	Foundations in Nursing – Chronic Conditions	7
PSY 150*	Human Growth & Development	3
	<b>TOTAL</b>	<b>17</b>
<b>Spring</b>		
BIO190**	Principles of Microbiology	4
NSG 201**	Application of Nutrition & Pharmacology	4
NSG 212**	Foundations in Nursing – Family Health	8
	<b>TOTAL</b>	<b>16</b>

<b>Summer</b>		
NSG 131**	Foundations in Nursing – Mental Health	6
	<b>TOTAL</b>	<b>6</b>
<b>Fall</b>		
Elective*	Humanities/Fine Arts Elective	3
NSG 231**	Transition to Professional Practice	2
NSG 241**	Foundations in Nursing – Acute Illness	9
	<b>TOTAL</b>	<b>14</b>
	<b>Total Degree Hours</b>	<b>72</b>

\* General Education Course

\*\* Major Course

General Education Electives	
<b>Humanities/Fine Arts</b>	<b>Math</b>
<b>ENG 210 World Literature</b>	MAT 171 Pre-calculus Algebra
<b>HUM 220 Music Appreciation</b>	MAT 201 Introductory Statistics
<b>REL 210 World Religions</b>	
<b>SPA 201 Introduction to Hispanic Culture and Language for the Healthcare Professional</b>	

## Licensure

Upon graduation from the A.D.N. 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).

## Admission

For admission into the Associate of Science Degree Nursing (A.D.N.) program, applicants must meet the general college admission requirements found in the Catalog and submit:

- An official transcript showing evidence of the following high school or college level courses with a preferred minimum grade of “C”:
  - Algebra I
  - Algebra II
  - Geometry
  - Biology
  - Chemistry
- Standardized test scores on the SAT or ACT:
  - minimum SAT critical reading score of 480 and minimum SAT math score of 440
  - minimum ACT composite score of 21
- Two professional references *on the College form* that address your academic abilities and/or work ethic (e.g., an immediate supervisor, teacher, or professor). If you have been enrolled in another nursing program within the last five years, then one reference **must** be from a program official or faculty member at the institution attended.
- Evidence of completion of a state approved Nurse Aide I course within the last 14 months or be on the current N.C. NA I registry prior to beginning the first nursing course. A list of state approved programs is available at [www.ncnar.org](http://www.ncnar.org).



# HEALTH SCIENCE MASTER'S DEGREE PROGRAMS

## OCCUPATIONAL THERAPY

The entry-level Occupational Therapy master's degree program is designed for practicing occupational therapy assistants (OTAs) seeking to become occupational therapists (OT's). Two tracks are offered:

The **Master of Occupational Therapy (MOT)** track is designed for experienced OTAs with a prior bachelor's degree. Students enter directly into graduate studies for the master's degree in Occupational Therapy. Academic courses are hybrid and enrollment must be full-time. The Master of Occupational Therapy track includes four consecutive academic semesters and two level II fieldwork experiences.

The combined **Bachelor of Science in Interdisciplinary Health Studies/Master of Occupational (BSIHS/MOT)** track is designed for experienced OTAs with an associate degree as their highest educational level. Students complete undergraduate studies to earn a bachelor's degree before transitioning to graduate studies for the master's degree in Occupational Therapy. Courses offered in the first two semesters are online and can be taken full-time or part-time, subsequent academic courses are hybrid and the student must be enrolled full-time.

The Bachelor of Science in Interdisciplinary Health Studies will be awarded to students who successfully complete 120 credit hours of coursework; this includes 51 general education and major credit hours at Cabarrus College and up to 69 transfer credits from an associate degree in occupational therapy assistant. For information regarding the Bachelor of Science in Interdisciplinary Health Studies program mission and student learning outcomes, please refer to the Health Science Bachelor's Degree Programs section of the catalog. Upon completion of the bachelor's degree requirements with a cumulative GPA of 3.0 or higher, students will complete 46 additional graduate hours to attain the master's degree in Occupational Therapy.

### Mission

The mission of the Occupational Therapy program is to provide progressive educational experiences that inspire and prepare occupational therapy assistants to become exemplary occupational therapists.

### Program Student Learning Outcomes

Students who graduate with the Master of Occupational Therapy degree will be able to:

- Utilize the foundational knowledge, clinical reasoning, and skills to become qualified entry-level occupational therapists in current and emerging areas of practice.
- Practice client-centered, evidence-based, and culturally sensitive therapeutic services.
- Display the professional behaviors and communication skills for successful client and inter-professional collaboration and to promote efficacy of the profession.
- Incorporate the benefits of engagement in occupation on health and wellness throughout the lifespan.
- Employ sound ethical behaviors, values, and attitudes that uphold AOTA's Code of Ethics and professional standards.

- Articulate the value of lifelong learning, professional advocacy, and leadership in a contemporary health care environment.

The Occupational Therapy program supports the profession's fundamental belief that human beings have an innate desire to engage in meaningful occupations, and the ability to participate in such activities has a positive impact on health and well-being. Occupational therapists therefore focus on enhancing participation in meaningful occupations through engagement in active learning experiences. The philosophy of the Cabarrus College Occupational Therapy program is also founded on the belief that individuals learn through active engagement with their environment, and therefore, the role of the educator is to facilitate student learning through engagement in meaningful experiences. As certified OTAs, the Cabarrus College occupational therapy students have unique and diverse experiences on which to build new knowledge and skills; and as adult learners, will benefit from self-guided, collaborative, and reflective learning experiences relevant to their professional development.

The Occupational Therapy program design includes the following themes threaded throughout the curriculum:

- Professional Development
- Critical Thinking/ Clinical Reasoning
- Client-Centered Practice
- Health and Wellness Promotion
- Communication and Documentation Skills

## Curriculum Plans

### Master of Occupational Therapy Track (MOT)

*For OTAs with a bachelor's degree. Enrollment must be full-time.*

#### Fall

Course #		Credit Hours
BIO 510**	Advanced Applications of Human Anatomy & Physiology	3
BIO 520**	Functional Kinesiology	3
IHS 501**	Applied Statistics and Research Methods	3
OCT 510**	Foundations for Occupational Therapy	3
	<b>TOTAL</b>	<b>12</b>

#### Spring

BIO 530**	Pathophysiology	3
BIO 540**	Fundamentals in Neuroscience	3
OCT 520**	Occupation Development through the Lifespan	3
OCT 530**	Occupational Therapy in Health Care	3
	<b>TOTAL</b>	<b>12</b>

#### Summer

OCT 610**	OT Assessment & Interventions for Pediatrics through Adolescence	4
OCT 620**	OT Services for Pediatrics through Adolescence	3
OCT 650**	Therapeutic Adaptations in Occupational Therapy	3
OCT 615**	Level I Fieldwork #1	1
	<b>TOTAL</b>	<b>11</b>

<b>Fall</b>		
OCT 630**	OT Assessment & Interventions for Adults through Geriatrics	4
OCT 640**	OT Services for Adults through Geriatrics	3
OCT 670**	Therapeutic Modalities in OT	3
OCT 660**	MOT Capstone I	1
OCT 645**	Level I Fieldwork #2	1
	<b>TOTAL</b>	<b>12</b>
<b>Spring</b>		
OCT 680**	MOT Capstone II	1
OCT 685**	Level II Fieldwork #1 <sup>+</sup>	11
	<b>TOTAL</b>	<b>12</b>
<b>Summer</b>		
OCT 695**	Level II Fieldwork #2 <sup>+</sup>	11
	<b>TOTAL</b>	<b>11</b>
	<b>Total Degree Hours</b>	<b>70</b>

\* General Education Course

\*\* Major Course

<sup>+</sup>Students must complete Level II Fieldwork within 24 months following completion of the didactic portion of the program.

## Bachelor of Science in Interdisciplinary Health Studies/ Master of Occupational Therapy Track

*For OTAs holding only an associate's degree in OTA.*

*Enrollment in the first two semesters can be full-time or part-time; subsequent semesters must be full-time.*

<b>Fall</b>		
<b>Course #</b>	<b>Undergraduate Level Bachelor's Degree</b>	<b>Credit Hours</b>
COM 301*	Communications, Culture, and the Community	3
ENG 302*	Professional Research and Reporting	3
HSL 300**	Introduction to Health Services Organizations	3
MAT 201*	Introductory Statistics	3
	<b>TOTAL</b>	<b>12</b>
<b>Spring</b>		
BUS 310	Introduction to Accounting and Financial Mgmt.	3
HSL 410**	Legal and Ethical Issues in Contemporary Society	3
HSL 300/400**	Health Services Leadership (HSL) Elective	3
IHS 405**	Critical Thinking	3
SOC 313*	Issues in Diversity	3
	<b>TOTAL</b>	<b>15</b>
<b>Fall</b>		
BIO 510**	Advanced Applications of Human Anatomy & Physiology	3
BIO 520**	Functional Kinesiology	3
IHS 501*	Applied Statistics and Research Methods	3
OCT 510**	Foundations for Occupational Therapy	3
	<b>TOTAL</b>	<b>12</b>

<b>Spring</b>		
BIO 530**	Pathophysiology	3
BIO 540**	Fundamentals in Neuroscience	3
OCT 520**	Occupation Development through the Lifespan	3
OCT 530**	Occupational Therapy in Health Care	3
	<b>TOTAL</b>	<b>12</b>
	<b>Bachelor Completion Total</b>	<b>51</b>
	Associate Degree Credit	69
	<b>Total Bachelor's Degree Hours</b>	<b>120</b>

<b>Summer</b>		
<b>Graduate Level Master's Degree</b>		
OCT 610**	OT Assessment & Interventions for Pediatrics Through Adolescence	4
OCT 620**	OT Services for Pediatrics through Adolescence	3
OCT 650**	Therapeutic Adaptations in Occupational Therapy	3
OCT 615**	Level I Fieldwork #1	1
	<b>TOTAL</b>	<b>11</b>

<b>Fall</b>		
OCT 630**	OT Assessment & Interventions for Adults through Geriatrics	4
OCT 640**	OT Services for Adults through Geriatrics	3
OCT 670**	Therapeutic Modalities in OT	3
OCT 660**	MOT Capstone I	1
OCT 645**	Level I Fieldwork #2	1
	<b>TOTAL</b>	<b>12</b>

<b>Spring</b>		
OCT 680**	MOT Capstone II	1
OCT 685**	Level II Fieldwork #1 <sup>+</sup>	11
	<b>TOTAL</b>	<b>12</b>

<b>Summer</b>		
OCT 695**	Level II Fieldwork #2 <sup>+</sup>	11
	<b>TOTAL</b>	<b>11</b>
	<b>Total Master's Degree Hours</b>	<b>46</b>

\* General Education Course

\*\* Major Course

<sup>+</sup> Students must complete Level II Fieldwork within 24 months following completion of the didactic portion of the program.

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#### Major Electives

<b>HSL 303 Health Services Supervision</b>	HSL 400 Organizational Dynamics and
<b>HSL 350 Leadership in the Health Service Industry</b>	Communications

### Accreditation and Certification

The entry-level Occupational Therapy master's degree program has been granted accreditation by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200,

Bethesda, MD 20814-3449. ACOTE's telephone number c/o AOTA is (301) 652- AOTA and its Web address is [www.acoteonline.org](http://www.acoteonline.org).

Graduates of the program will be eligible to sit for the national certification examination administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this examination, the individual will be credentialed as an Occupational Therapist, Registered (OTR). In addition, most states require licensure in order to practice. State licenses are usually based on the results of the NBCOT Certification Examination, as well as character references and criminal record checks. A felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

## Admission

For admission into the **MOT** and the **BSIHS/MOT** tracks, applicants must meet the general college admission requirements found in the Catalog and submit:

- An official transcript showing completion of an Associate degree in Occupational Therapy Assistant degree from an ACOTE or regionally accredited program.
- Evidence of a minimum cumulative GPA of 3.0 in all post-secondary coursework.
- Evidence of successful completion of the following college level courses with a grade of “C” (2.0) or higher:
  - English Composition.
  - Anatomy and Physiology I and II with labs.
  - Introduction to Psychology.
  - Human Growth and Development or Developmental Psychology.
  - Abnormal Psychology.
- Coursework in Kinesiology and Medical Terminology are strongly encouraged.
- A written essay between 300-500 words that addresses the following:
  - Reflection on your experiences as an OTA. Include your greatest accomplishment; a significant challenge and how it was addressed; and influences on your decision to become an OT.
  - Your personal qualities that will contribute to the Cabarrus College OTA to OT program and the occupational therapy profession.
- Three references utilizing the *Occupational Therapy Reference Form*. At least one reference must be from an OT the applicant has worked with in practice and at least one reference from another healthcare professional the applicant has worked with in practice.
- A professional resume.
- Evidence of current OTA licensure or other regulation according to the state or jurisdiction of employment.
- Evidence of at least one year’s employment as an OTA within the past five years, at the time of application. Employment must be full-time or part-time with a minimum of 20 hours per week.

For admission into the **MOT track**, applicants must also submit official transcript(s) indicating completion of:

- The BA or BS degree from a regionally accredited institution.
- A college level Statistics course (preferably having a Math prefix) with a minimum grade of “C” (2.0) or higher.

As a distance education program, it is important for applicants to understand the requirements with regard to characteristics of a successful online student, necessary computer skills, and technology requirements. Therefore, applicants should review the information available under Distance Education in the College catalog and/or website, and complete the online readiness

assessment available on the website to insure readiness.

For OTAs outside of North Carolina, the College must have state authorization to offer distance education in your home state before the application can be considered.

An interview may be requested for either the MOT or BSIHS/MOT tracks as part of the stepwise admissions process.

Students enrolling in the combined BSIHS/MOT curriculum track will be required to maintain a GPA of 3.0 in order to progress to the master's degree coursework.

A criminal background screening showing a felony conviction may prohibit eligibility for future licensure, and therefore may preclude admission into the program.

## **HEALTH SCIENCE BACHELOR'S DEGREE PROGRAMS**

### **BACHELOR OF SCIENCE IN INTERDISCIPLINARY HEALTH STUDIES\***

#### **Mission**

The mission of the Interdisciplinary Health Studies program is to prepare health service providers for advanced studies, leadership roles, and enhanced practice delivery in the rapidly changing and multi-professional world of healthcare.

#### **Program Student Learning Outcomes**

Students who graduate with the bachelor's degree in Interdisciplinary Health Studies will be able to:

- Describe current trends and emerging issues in delivery of healthcare services.
- Explain the impact of pathological conditions on functional skills.
- Articulate the healthcare needs of persons of varying ages from different communities, out-patient, and in-patient settings.
- Apply professional theories, models, and research to clinical practice scenarios.
- Discuss the role of the healthcare manager in today's healthcare organizations.
- Discuss expected professional behaviors of the 21st century healthcare provider.

\*This program is available only to students enrolling in the combined Bachelor of Science in Interdisciplinary Health Studies/Master of Occupational Therapy (BSIHS/MOT) track in the Occupational Therapy program. For admissions, curriculum, and progression information, please refer to the Occupational Therapy section of the catalog.

### **BACHELOR OF SCIENCE IN MEDICAL IMAGING**

The baccalaureate Medical Imaging curriculum is designed to build upon an 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 is approximately a two-year completion program.

#### **Mission**

The Medical Imaging Program at Cabarrus College of Health Sciences will provide the Imaging Professional with an opportunity to advance their current imaging skills. Leadership skills along with opportunities to receive advanced credentials in Computed Tomography or Magnetic Resonance imaging will prepare the graduate to become a leader in their chosen field. Emphasis on

communication and critical thinking skills will prepare the graduate to become adaptable in the diverse healthcare setting. The Medical Imaging program will provide knowledge, skills, and professional values required to deliver patient centered care and, high quality images.

## Program Student Learning Outcomes

Students who graduate with a bachelor's degree in Medical Imaging will be able to:

- Expand the knowledge of clinical skills to increase clinical competence in the imaging modalities.
- Demonstrate leadership skills necessary for advancement in the medical imaging field.
- Practice patient centered care in all imaging modalities.
- Demonstrate effective communication skills (oral and written) for communicating with patients, staff, and other healthcare providers.
  
- Demonstrate medical legal and ethical behaviors through ethical practice in the healthcare setting.
- Demonstrate the ability to adapt in the ever changing healthcare field by using critical thinking skills.
- Identify quality measures related to high quality medical imaging.

## Bachelor of Science in Medical Imaging Curriculum Plans

The Bachelor of Science degree with a major in Medical Imaging Degree will be awarded to students who successfully complete 120-121 credit hours of general education and major course work. Up to sixty (60) transfer credit hours are awarded for successful completion of an associate degree in any of the following primary imaging categories: Radiography, Nuclear Medicine, Ultrasound, Radiation Therapy, or MRI. The Cabarrus College bachelor completion program includes 15 hours of general education and 45-46 hours of major and non-major courses.

Students interested in a clinical path should choose either the CT or MRI curriculum plan. Students with a strong clinical background seeking to enhance their management skills should choose the management track. These curriculum plans list the required coursework and recommended sequencing of studies for each track. Students seeking lifetime experience credit should follow the management track.

The CT and MRI certificate programs provide 16-22 credit hours of structured education directly related to the specifications for the ARRT post primary examination. ARRT required clinical experience guidelines for post primary certification will be followed. Students will generate academic credits which may be applied to degree programs and will receive a certificate of completion.

\*At least one general education course must be taken from each of the following areas: English, humanities, math, natural sciences, and social sciences.

### Clinical Degree Option - Computed Tomography<sup>+</sup>

#### Fall

Course #		Credit Hours
BIO 311*	Cross-sectional Anatomy	3
CAT 301**	Introduction to CT and CT Physics	3
CAT 302**	Computed Tomography Pathophysiology	1
CAT 303**	Computed Tomography Procedures and Protocols	3
CAT 304**	Computed Tomography Clinical Application	6

	<b>TOTAL</b>	<b>16</b>
<b>Spring</b>		
ENG 302*	Professional Research and Reporting	3
MIS 302**	Pharmacology for Imaging Professionals	3
MIS 400**	Medical Imaging Quality Control	3
SOC 313*	Issues in Diversity	3
	<b>TOTAL</b>	<b>12</b>
<b>Summer</b>		
Elective	Non-Major or General Education Elective	3
Elective	Non-Major or General Education Elective	3
Elective*	Non-Major or General Education Elective	3
	<b>TOTAL</b>	<b>9</b>
<b>Fall</b>		
Elective	Humanities Elective	3
HSL 300**	Introduction to Health Services Organizations	3
HSL 350**	Leadership in the Health Service Industry	3
MAT 201*	Introductory Statistics	3
	<b>TOTAL</b>	<b>12</b>
<b>Spring</b>		
MIS 401**	Information Systems for Imaging Professionals	3
HSL 400**	Organizational Dynamics and Communication	3
HSL 410**	Legal and Ethical Issues in Contemporary Society	3
MIS 450**	Imaging Management Internship (capstone)	3
	<b>TOTAL</b>	<b>12</b>
	<b>Bachelor Completion Total</b>	<b>61</b>
	Associate Degree Credit	60
	<b>Total Degree Hours</b>	<b>121</b>

\*The above curriculum may be adapted for part time students.

\*General Education Course

\*\* Major Course

#### General Education Electives

<b>English</b>	<b>Natural Sciences</b>
ENG 315 Creative Writing	BIO 330 Cell Biology
	BIO 340 General Genetics
<b>Humanities/Fine Arts</b>	BIO 410 Advanced Applications of Human
COM 301 Communications, Culture, and the	Anatomy and Physiology
Community	BIO 420 Functional Kinesiology
HUM 310 Art Appreciation	BIO 430 Fundamentals in Neuroscience
HUM 315 Women in Art	BIO 440 Pathophysiology
<b>Interdisciplinary Health Studies</b>	<b>Social Sciences</b>
IHS 405 Critical Thinking	ENV 301 Environmental Health
	SOC 320 Sociology of Health and Illness
<b>Math</b>	
IHS 401 Applied Statistics and Research	
Methods	

#### Non-Major Electives

BUS 310 Introduction to Accounting and	HSL 341 Issues in Performance Improvement
Financial Management	HSL 403 Current Issues in Health Services
CAT 350 Comprehensive Overview of	Management



<b>Computed Tomography</b>	MIS 300 Advanced Patient Care for Imaging Professionals
<b>IHS 301 Yoga<sup>s</sup></b>	
<b>IHS 310 Infant Massage<sup>s</sup></b>	MIS 301 Bone Densitometry
<b>IHS 320 Healing Touch<sup>s</sup></b>	MRI 301 MRI Physics
<b>HSL 303 Health Services Supervision</b>	MRI 303 MRI Procedures and Protocols
<b>HSL 330 Human Resources Management</b>	

\*Students may take only 1 of these 3 IHS non-major electives.

### Clinical Degree Option-Magnetic Resonance Imaging<sup>+</sup>

<sup>+</sup>This curriculum may be adapted for part time students.

#### Fall

Course #		Credit Hours
BIO 311*	Cross-sectional Anatomy	3
MRI 300**	Introduction to MRI	6
MRI 302**	Magnetic Resonance Pathophysiology	1
ENG 302*	Professional Research and Reporting	3
	<b>TOTAL</b>	<b>13</b>

#### Spring

MRI 301	MRI Physics	3
MRI 301**	MRI Physics	3
MRI 303**	MRI Procedures and Protocols	3
MRI 304**	MRI Clinical Application	6
MIS 302**	Pharmacology for Imaging Professionals	3
	<b>TOTAL</b>	<b>15</b>

#### Summer

HSL 410**	Legal and Ethical Issues in Contemporary Society	3
MAT 201*	Introductory Statistics	3
Elective	Non-Major Elective	3
	<b>TOTAL</b>	<b>9</b>

#### Fall

MIS 401**	Information Systems Management for Imaging	3
HSL 300**	Introduction to Health Services Management	3
HSL 350**	Leadership in the Health Service Industry	3
Elective*	Humanities Elective	3
	<b>TOTAL</b>	<b>12</b>

#### Spring

SOC 313*	Issues in Diversity	3
HSL 400**	Organizational Dynamics and Communication	3
MIS 400**	Medical Imaging Quality Control	3
MIS 450**	Imaging Management Internship (capstone)	3
	<b>TOTAL</b>	<b>12</b>

<b>Bachelor Completion Total</b>	<b>61</b>
Associate Degree Credit	60
<b>Total Degree Hours</b>	<b>121</b>

\* General Education Course  
 \*\* Major Course

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**General Education Electives**

<b>English</b> ENG 315 Creative Writing	<b>Natural Sciences</b> BIO 330 Cell Biology BIO 340 General Genetics BIO 410 Advanced Applications of Human Anatomy and Physiology BIO 420 Functional Kinesiology BIO 430 Fundamentals in Neuroscience BIO 440 Pathophysiology
<b>Humanities/Fine Arts</b> COM 301 Communications, Culture, and the Community HUM 310 Art Appreciation HUM 315 Women in Art	<b>Social Sciences</b> ENV 301 Environmental Health SOC 320 Sociology of Health and Illness
<b>Interdisciplinary Health Studies</b> IHS 405 Critical Thinking	
<b>Math</b> IHS 401 Applied Statistics and Research Methods	

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**Non-Major Electives**

<b>BUS 310 Introduction to Accounting and Financial Management</b>	HSL 330 Human Resources Management
<b>CAT305 Comprehensive Overview of Computed Tomography</b>	HSL 341 Issues in Performance Improvement
<b>HSL 303 Health Services Supervision</b>	HSL 403 Current Issues in Health Services Management
<b>IHS 301 Yoga I<sup>s</sup></b>	MIS 300 Advanced Patient Care for Imaging Professionals
<b>IHS 310 Infant Massage<sup>s</sup></b>	MIS 301 Bone Densitometry
<b>IHS 320 Healing Touch<sup>s</sup></b>	MIS 401 Information Systems Management for Imaging Sciences

\*Students may take only 1 of these 3 IHS non-major electives.

## Management Degree Option<sup>+</sup>

<b>Fall</b>		<b>Credit Hours</b>
<b>Course #</b>		
Elective	Non-Major Elective	3
ENG 302*	Professional Research and Reporting	3
HSL 300**	Introduction to Health Services Organizations	3
MAT 201*	Introductory Statistics	3
	<b>TOTAL</b>	<b>12</b>
<b>Spring</b>		
BUS 310**	Intro to Accounting & Financial Management	3
HSL 400**	Organizational Dynamics and Communication	3
MIS 302**	Pharmacology for Imaging Professionals	3
SOC 313*	Issues in Diversity	3
	<b>TOTAL</b>	<b>12</b>
<b>Summer</b>		
Electives	Non-Major Electives	9
MIS 300**	Advanced Patient Care for Imaging Professionals	3
	<b>TOTAL</b>	<b>12</b>
<b>Fall</b>		
Elective*	BIO 311 or BIO 440	3
Elective*	Humanities Elective	3
HSL 350**	Leadership in the Health Service Industry	3
MIS 401**	Information Systems Mgmt. for Imaging Sciences	3
	<b>TOTAL</b>	<b>12</b>
<b>Spring</b>		
Elective	Non-Major Elective	3
HSL 410**	Legal and Ethical Issues in Contemporary Society	3
MIS 400**	Medical Imaging Quality Control	3
MIS 450**	Imaging Management Internship (capstone)	3
	<b>TOTAL</b>	<b>12</b>
	<b>Bachelor Completion Total</b>	<b>60</b>
	Associate Degree Credit	60
	<b>Total Degree Hours</b>	<b>120</b>

<sup>+</sup>The above curriculum may be adapted for part time students.

\* General Education Course

\*\* Major Course

<b>Electives</b>	
<b>Biology Elective (Choose 1)</b>	BIO 311 Cross-sectional Anatomy BIO 440 Pathophysiology
<b>Humanities/Fine Arts Elective (Choose 1)</b>	COM 301 Communications, Culture, and the Community HUM 310 Art Appreciation HUM 315 Women in Art
<b>Non-Major Electives (Choose 15 credits)</b>	Choose from: <ul style="list-style-type: none"> <li>• BIO 330 Cell Biology</li> <li>• BIO 340 General Genetics</li> <li>• 300 level or above General Education courses (BIO, COM, ENG, HUM, ENV, IHS, SOC)</li> <li>• 300 level or above HSL courses</li> <li>• Either IHS 301, 310, or 320 (only one of these three courses can be chosen)</li> <li>• Any Imaging courses outside major requirements</li> </ul>

## Certificate Options

### Advanced Specialty Certificate - MRI Option Magnetic Resonance Imaging Certificate Curriculum Plan

<b>Fall</b>		
<b>Course#</b>	<b>Course Name</b>	<b>Credit Hours</b>
BIO 311	Cross-sectional Anatomy	3
MRI 300	Introduction to MRI	6
MRI 302	Magnetic Resonance Pathophysiology	1
<b>SUBTOTAL</b>		<b>10</b>
<b>Spring</b>		
<b>Course#</b>	<b>Course Name</b>	<b>Credit Hours</b>
MRI 301	MRI Physics	3
MRI 303	MRI Procedures and Protocols	3
MRI 304	MRI Clinical Application	6
<b>SUBTOTAL</b>		<b>12</b>
<b>TOTAL</b>		<b>22</b>

### Advanced Specialty Certificate - CT Option

#### Computed Tomography Certificate Curriculum Plan Fall Admission

<b>Major Requirements</b>		
<b>Course#</b>	<b>Course Name</b>	<b>Credit Hours</b>
CAT 301	Introduction to CT and CT Physics	3

CAT 302	Computed Tomography Pathophysiology	1
CAT 303	Computed Tomography Procedures and Protocols	3
CAT 304	Computed Tomography Clinical Application	6
BIO 311	Cross-sectional Anatomy	3
	<b>TOTAL</b>	<b>16</b>

## Admission

For admission into the Bachelor of Science in Medical Imaging program, certificate and degree applicants must meet the general college admission requirements found in the Catalog and also submit:

- An official transcript from an accredited program showing an earned associate degree or equivalent diploma in a primary imaging science discipline, with a preferred cumulative GPA of 2.5 or above.
- Current, active registry or registry eligible status with the ARRT.
- Two professional references *on the College form*, one from a current supervisor or imaging faculty member.

Bachelor of Science applicants holding a hospital-based diploma certification must show evidence of 15 semester credit hours of 100-200 level General Education coursework in the following categories, with at least one course per each category:

- English
- Social/Behavioral Sciences
- Humanities/Fine Arts
- Natural Science/Mathematics

Should the applicant lack any of these General Education courses, the courses may be completed:

- at Cabarrus College as a non-degree student;
- at another institution prior to entering Cabarrus College; or,
- partially at another institution and the rest completed at Cabarrus College.

## HEALTH SCIENCE ASSOCIATE'S DEGREE AND DIPLOMA PROGRAMS

### MEDICAL ASSISTANT (Associate of Science Degree and Diploma)

#### Mission

The Mission of the Medical Assistant Program at Cabarrus College is to provide an atmosphere for qualified students to develop, enhance, and demonstrate the knowledge, skills and professionalism required to function as an entry-level medical assistant in the ambulatory care setting.

#### Program Student Learning Outcomes

Students who graduate with the associate's degree in Medical Assistant will be able to:

- Apply concepts and skills needed for effective, individualized, and professional communication during the patient care experience.
- Apply knowledge of MAERB Core Curriculum by completing and passing the core competencies and AAMA certification examination.
- Demonstrate responsible and accountable professional behaviors and competencies required of the medical assistant.
- Analyze the patient experience to provide optimum patient care.

- Manage the medical record using the recommended practices and legal elements of proper documentation.

## Certification Eligibility

The Cabarrus College of Health Sciences Medical Assistant Diploma Program is based on the accreditation standards 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 standards and guidelines are the minimum standards of quality used in accrediting programs that prepare individuals to enter the medical assisting profession. Cabarrus College of Health Sciences was initially accredited in April 2000 and in May 2009 was granted continued accreditation through 2017. 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.

## Curriculum Plans

The Associate of Science degree with a major in medical assistant will be awarded to students who successfully complete 43 credit hours in the major and 25 credit hours of general education and non-major coursework (68 total credit hours). The diploma with a major in medical assistant will be awarded to students who successfully complete 32 credit hours in the major and 6 credit hours of general education courses (38 total credit hours). Required courses are listed in the diploma and degree curriculum plans.

### Medical Assistant -Diploma (Fall Admission)

Fall		Credit Hours
Course #		
BIO 100**	Medical Terminology	1
ENG 101*	English Composition I	3
MED 105**	Medical Assisting I	7
MED 112**	Electronic Health Records	1
MED 115**	Pathophysiology for Medical Assistants	3
	<b>TOTAL</b>	<b>15</b>
Spring		
MED 121**	Advanced Clerical Procedures	4
MED 125**	Advanced Clinical Procedures	8
MED 130**	Pharmacology for Medical Assistants	2
PSY 101*	General Psychology	3
	<b>TOTAL</b>	<b>17</b>
Summer		
MED 140**	Medical Assistant Practicum	4
MED 145**	Certification Examination Preparation	2
	<b>TOTAL</b>	<b>6</b>
	<b>Total Diploma Hours</b>	<b>38</b>

\* General Education Course

\*\* Major Course

## Medical Assistant - Diploma (Spring Admission)

<b>Fall</b>		<b>Credit Hours</b>
<b>Course #</b>		
BIO 100**	Medical Terminology	1
MED 105**	Medical Assisting I	7
MED 112**	Electronic Health Records	1
MED 115**	Pathophysiology for Medical Assistants	3
	<b>TOTAL</b>	<b>12</b>
<b>Summer</b>		
ENG 101*	English Composition I	3
PSY 101*	General Psychology	3
	<b>TOTAL</b>	<b>6</b>
<b>Fall</b>		
MED 121**	Advanced Clerical Procedures	4
MED 125**	Advanced Clinical Procedures	8
MED 130**	Pharmacology for Medical Assistants	2
	<b>TOTAL</b>	<b>14</b>
<b>5-week Spring Session</b>		
MED 140**	Medical Assistant Practicum	4
MED 145**	Certification Examination Preparation	2
	<b>TOTAL</b>	<b>6</b>
	<b>Total Diploma Hours</b>	<b>38</b>

\* General Education Course

\*\* Major Course

## Medical Assistant - Associate Degree

Students must complete all courses listed in the Diploma curriculum plus:

<b>Fall</b>		<b>Credit Hours</b>
<b>Course #</b>		
BIO 190	Principles of Microbiology	4
BIO 210**	Human Anatomy & Physiology I	4
PSY 150*	Human Growth & Development	3
SOC 101*	Introduction to Sociology	3
	<b>TOTAL</b>	<b>14</b>
<b>Spring</b>		
BIO 220**	Human Anatomy & Physiology II	4
Elective*	Humanities/Fine Arts Elective	3
Elective*	Math Elective	3
NTR 210	Nutrition Across the Lifespan	3
	<b>TOTAL</b>	<b>13</b>
<b>Summer</b>		
MED 230**	Medical Assistant Internship	3
	<b>TOTAL</b>	<b>3</b>
	<b>Total Second Year Hours</b>	<b>30</b>
	Diploma Hours	38
	<b>Total Degree Hours</b>	<b>68</b>

\* General Education Course

\*\* Major Course

General Education Electives	
Humanities/Fine Arts	SPA 201 Introduction to Hispanic Culture and Language for the Healthcare Professional
ENG 210 World Literature	Math
HUM 220 Music Appreciation	MAT 171 Pre-calculus Algebra
REL 210 World Religions	MAT 201 Introductory Statistics

## Admission

Applicants into the Medical Assistant Diploma program must meet the General College Admission Requirements found in the Catalog and submit:

- An official transcript showing evidence of the following high school or college level courses with a preferred grade of “C” or higher:
  - Algebra I
  - Either Algebra II or Geometry
  - Biology
- Two professional references *on the College form* that address your academic abilities and/or work ethic. If you have been enrolled in another Medical Assistant program within the last five years, then one reference **must** be from a program official or faculty member at the institution attended.

For admission into the Medical Assistant Associate of Science Degree program, applicants must meet the aforementioned requirements for the Medical Assistant diploma program plus submit: an official transcript showing evidence of the following high school or college level courses with a preferred grade of “C” or higher:

- Algebra II
- Geometry
- Chemistry

## OCCUPATIONAL THERAPY ASSISTANT (Associate of Science)

### Mission Statement

The mission of the Occupational Therapy Assistant (OTA) Program is to graduate and prepare competent and caring OTA professionals through progressive and active learning experiences.

### Program Student Learning Outcomes

Students who graduate with an associate degree in Occupational Therapy Assistant will be able to:

- Utilize the foundational knowledge and clinical competencies across the life span for entry level practice as a generalist in current practice settings and emerging practice areas.
- Practice client-centered, evidence-based, and culturally sensitive therapeutic intervention.
- Display the professional behaviors and communication skills required for successful client and inter-professional collaboration.
- Employ ethical behavior, values, and attitudes that uphold the *American Occupational Therapy Associations Code of Ethics* and professional standards.
- Identify the importance of lifelong learning.
- Apply knowledge of Occupational Therapy Core Curriculum by passing the Occupational Therapy Assistant examination on the first sitting.
- Meet the national and state requirements for entry into clinical practice.



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

- The *Occupational Therapy Practice Framework Domain and Process, 3<sup>rd</sup> Ed.*
- Holistic, Client Centered, Occupational & Evidence Based Interventions
- Professional Behaviors for Occupational Therapy Practice
- OTR and COTA Role Delineation
- Clinical Reasoning and Problem Solving
- Documentation and Quality Assurance
- Active and Life-long Learning Processes

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

## Curriculum Plan

The Associate of Science degree with a major in occupational therapy assistant will be awarded to students who successfully complete 52 credit hours in the major and 21 credit hours of general education and elective course work (73 total credit hours). Required courses are listed in the curriculum plan.

### Occupational Therapy Assistant – Associate Degree

#### Fall

Course #		Credit Hours
BIO 100**	Medical Terminology	1
BIO 210**	Human Anatomy & Physiology I	4
CAS 190**	Computer Technology Applications	3
ENG 101*	English Composition I	3
OTA 110**	Introduction to Occupational Therapy	2
OTA 115**	Level I Fieldwork # 1	1
OTA 120**	Activity Analysis: Application to Occupation	3
	<b>TOTAL</b>	<b>17</b>

#### Spring

BIO 220**	Human Anatomy & Physiology II	4
Elective*	Math Elective	3
OTA 130**	Fundamentals of Occupations	3
OTA 140**	Adult Physical Conditions	3
OTA 145**	Level I Fieldwork # 2	1
PSY 101*	General Psychology	3
	<b>TOTAL</b>	<b>17</b>

#### Summer

OTA 150**	Pediatrics in OT	3
PSY 150*	Human Growth & Development	3
	<b>TOTAL</b>	<b>6</b>

#### Summer II

OTA 160**	Kinesiology	3
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OTA 170**	Professional Behaviors for the OTA	1
	<b>TOTAL</b>	<b>4</b>
<b>Fall</b>		
Elective*	Humanities/Fine Arts Elective	3
Elective	Non-Major or General Education Elective	3
OTA 200**	Pediatric Therapeutic Intervention	2
OTA 210**	Mental Health Concepts & Techniques for the OTA	2
OTA 215**	Level I Fieldwork #3	1
OTA 220**	Adult Therapeutic Intervention	3
PSY 210*	Abnormal Psychology	3
	<b>TOTAL</b>	<b>17</b>
<b>Spring</b>		
OTA 240**	Level II Fieldwork #1 <sup>+</sup>	6
OTA 260**	Level II Fieldwork #2 <sup>+</sup>	6
	<b>TOTAL</b>	<b>12</b>
	<b>Total Degree Hours</b>	<b>73</b>

\* General Education Course

\*\* Major Course

<sup>+</sup>Students must complete Level II Fieldwork within 1 year following completion of the didactic portion of the program. Traveling up to one hour for any fieldwork site is considered reasonable.

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#### General Education Electives

<b>English</b> <b>ENG 102 English Composition II</b>  <b>Humanities/Fine Arts</b> <b>ENG 210 World Literature</b> <b>HUM 220 Music Appreciation</b> <b>REL 210 World Religions</b> <b>SPA 201 Introduction to Hispanic Culture and Language for the Healthcare Professional</b>	<b>Math</b> MAT 171 Pre-calculus Algebra MAT 201 Introductory Statistics  <b>Social Sciences</b> SOC 101 Introduction to Sociology SOC 203 Marriage and Family
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#### Non-Major Electives

<b>HEA 110 Health and Wellness</b> <b>IHS 301 Yoga I</b> <b>IHS 310 Infant Massage</b>	IHS 320 Healing Touch NTR 210 Nutrition Across the Lifespan
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### Certification Eligibility

Certification Eligibility: 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 all program requirements. After successful completion of this examination the individual will be a Certified Occupational Therapy Assistant (COTA). In addition, most states require licensure in order to practice. State licenses are usually based on the results of the NBCOT Certification Examination, as well as character references and criminal record checks. A felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or to attain state licensure.

### Admission

For admission into the Occupational Therapy Assistant Associate of Science Degree program,

applicants must meet the general college admission requirements found in the Catalog and submit:

- An official transcript showing evidence of the following high school or college level courses with a preferred grade of “C” or higher:
  - Algebra I
  - Biology
  - Chemistry
- Two professional references *on the College form* that address your academic abilities and/or work ethic. If you have been enrolled in another Occupational Therapy Assistant program within the last five years, then one reference **must** be from a program official or faculty member at the institution attended.
- Evidence of at least 25 hours of occupational therapy observation in three different settings by three different occupational therapy professionals who are not immediate or extended family members. It is acceptable for either an OTA/L or COTA/L to complete the observation form. Observation hours must be completed for an application to be reviewed for admission to the Occupational Therapy Assistant Program.

## PHARMACY TECHNOLOGY (Associate of Science Degree & Diploma)

### Mission Statement

The Pharmacy Technology program at Cabarrus College creates progressive educational experiences that enable learners to develop the advanced knowledge and skills needed to excel as pharmacy technicians in a multitude of settings.

### Program Student Learning Outcomes

Students who graduate with the associate’s degree in Pharmacy Technology will be able to:

- Demonstrate medication preparation and dispensing procedures according to legal, ethical, and professional standards.
- Apply knowledge of pharmaceutical calculations to solve mathematical problems frequently encountered in the inpatient and outpatient pharmacy settings.
- Apply clinical knowledge of the most commonly prescribed drugs to the technical duties of the pharmacy technician.
- Participate in quality assurance and error prevention activities by identifying potential problems in the filling of medication orders.
- Conduct pharmacy inventory management activities according to their respective practice settings.
- Practice behaviors that project the image of a health care professional.
- Utilize information technology to facilitate pharmacy dispensing and administrative tasks.

### Curriculum Plans

The Pharmacy Technology curriculum includes progressive learning experiences for a period of either one or two years. Students complete the core curriculum during the first year, which comprises the diploma level of this program, and may continue a second year with additional coursework and clinical experience to complete the Associate of Science Degree in Pharmacy Technology.

The Pharmacy Technology Diploma will be awarded to students who successfully complete 35 credit hours in the major and 8 credit hours of general education coursework (43 total credit hours). Required courses are listed in the diploma and degree curriculum plans.

The Associate of Science degree in Pharmacy Technology will be awarded to students who successfully complete 44 credit hours in the major and 25 credit hours of general education coursework (69 total credit hours).

## Pharmacy Technology Diploma

### Fall

Course #	Course Title	Credit Hours
BIO 100**	Medical Terminology	1
BIO 163*	Basic Anatomy & Physiology	5
PHT 110**	Introduction to Pharmacy	3
PHT 120**	Pharmacy Practice I	3
<b>PHT 120L**</b>	<b>Principles of Pharmacy Practice Lab</b>	<b>1</b>
PHT 130**	Pharmaceutical Calculations	3
	<b>TOTAL</b>	<b>16</b>

### Spring

Course #	Course Title	Credit Hours
ENG 101*	English Composition	3
PHT 140**	Principles of Sterile Product Preparation	3
<b>PHT 140L*</b>	<b>Principles of Sterile Product Preparation Lab</b>	<b>1</b>
PHT 150**	Pharmacology for Technicians I	4
PHT 165**	Community and Home Care Pharmacy	6
	<b>TOTAL</b>	<b>17</b>

### Summer

Course #	Course Title	Credit Hours
PHT 210**	Pharmacology for Technicians II	4
PHT 225**	Acute Care Pharmacy	6
	<b>TOTAL</b>	<b>10</b>

**Total Diploma Hours            43**

\* General Education Course

\*\* Major Course

**Courses in bold meet on campus, one day per week for 3 hours**

## Pharmacy Technology - Associate of Science Degree

Students must complete all courses listed in the Diploma curriculum plus:

### Fall

Course #	Course Title	Credit Hours
Elective*	Natural Science Elective	4
PHT 240**	Pharmacy Professional Applications	3
Elective*	Math Elective	3
Elective*	Social Science Elective	3
	<b>TOTAL</b>	<b>13</b>

### Spring

Course #	Course Title	Credit Hours
Elective*	Natural Science Elective	4
PHT 245**	Applied Pharmacy Practice	6
Elective*	Humanities/Fine Arts Elective	3
	<b>TOTAL</b>	<b>13</b>

Total Diploma Hours	43
<b>Total Program Hours</b>	<b>69</b>

\*General Education Course

\*\* Major Course

+Course requires clinical internship experience.

All PHT courses are offered in on-line format, with the exception of courses in bold.

### General Education Electives

Humanities/Fine Arts	Natural Sciences
<b>ENG 210 World Literature</b>	BIO 190 Microbiology
<b>HUM 220 Music Appreciation</b>	BIO 210 Anatomy and Physiology I
<b>REL 210 World Religions</b>	BIO 220 Anatomy and Physiology II
<b>SPA 201 Introduction to Hispanic Culture and Language for the Healthcare Professional</b>	CHM 101 General Chemistry I
<b>Math</b>	<b>Social Sciences</b>
<b>MAT 171 Pre-calculus Algebra</b>	PSY 101 General Psychology
<b>MAT 201 Introductory Statistics</b>	SOC 101 Introduction to Sociology

## Admission

For admission into the Pharmacy Technology Associate of Science Degree program, applicants must meet the general college admission requirements found in the Catalog and submit:

- An official transcript showing evidence of the following high school or college level courses with a preferred grade of “C” or higher:
  - Algebra I
  - Algebra II
  - Geometry
  - Biology
- Two professional references *on the College form* that address your academic abilities and/or work ethic.

As a distance education program, it is important for applicants to understand the requirements

with regard to characteristics of a successful online student, necessary computer skills, and technology requirements. Therefore, applicants should review the information available under Distance Education in the College catalog and/or website, and complete the online readiness assessment available on the website to insure readiness.

## **SURGICAL TECHNOLOGY (Associate of Science Degree and Diploma)**

### **Mission**

The Mission of the Surgical Technology program of Cabarrus College is to prepare competent entry level surgical technologists in the cognitive, psychomotor, and affective learning domains by providing sound educational opportunities, both didactic and clinical.

### **Program Student Learning Outcomes**

Students who graduate with the associate degree in Surgical Technology will be able to:

- Demonstrate the application of anatomy and physiology concepts to meet current industry standards in the surgical setting.
- Develop a sound surgical conscience in regard to perioperative routines and procedures.
- Demonstrate aseptic technique when performing surgical procedures in the health care setting.
- Apply knowledge of AST Core Curriculum by completing and passing the CST examination.
- Develop skills useful to function collaboratively as a member of the healthcare surgical team.
- Apply knowledge gained in the clinical experience and build upon classroom instruction to become an integral part of the surgical team.
- Display entry level competencies while functioning in the field of surgical technology.

The Surgical Technology curriculum includes planned learning experiences for a period of either one or two years. Students complete the core curriculum during the first year, which comprises the diploma level of this program and may continue a second year with additional coursework and clinical specialties to complete the Associate of Science Degree in Surgical Technology.

### **Certification Eligibility**

Graduates are eligible to take the certification examination for Certified Surgical Technologists given by the National Board of Surgical Technology and Surgical Assisting (NBSTSA).

### **Curriculum Plans**

The Associate of Science degree with a major in surgical technology will be awarded to students who successfully complete 47 credit hours in the major and 21 credit hours of general education coursework (68 total credit hours). The diploma with a major in surgical technology will be awarded to students who successfully complete 33 credit hours in the major and 6 credit hours of general education courses (39 total credit hours). Required courses are listed in the diploma and degree curriculum plans.

## Surgical Technology - Diploma

<b>Fall</b>		<b>Credit Hours</b>
<b>Course #</b>		
BIO 100**	Medical Terminology	1
BIO 163**	Basic Anatomy & Physiology	5
ENG 101*	English Composition I	3
SRG 111**	Introduction to Surgery	4
SRG 115**	Fundamental Perioperative Techniques	4
	<b>TOTAL</b>	<b>17</b>
<b>Spring</b>		<b>Credit Hours</b>
<b>Course #</b>		
BIO 190**	Principles of Microbiology	4
PSY 101*	General Psychology	3
SRG 121**	Surgical Procedures I	4
SRG 125**	Surgical Clinical I	5
	<b>TOTAL</b>	<b>16</b>
<b>Summer</b>		<b>Credit Hours</b>
<b>Course #</b>		
SRG 131**	Surgical Procedures II	3
SRG 135**	Surgical Clinical II	3
	<b>TOTAL</b>	<b>6</b>
	<b>Total Diploma Hours</b>	<b>39</b>

\* General Education Course

\*\* Major Course

## Surgical Technology - Associate Degree

Students must complete all courses listed in the Diploma curriculum plus:

<b>Fall</b>		<b>Credit Hours</b>
<b>Course #</b>		
BIO 210**	Human Anatomy & Physiology I	4
Elective*	Social Science Elective	3
Elective*	Math Elective	3
SOC 101*	Introduction to Sociology	3
SRG 211**	Advanced Clinical Practice	3
	<b>TOTAL</b>	<b>16</b>
<b>Spring Semester</b>		<b>Credit Hours</b>
<b>Course #</b>		
BIO 220**	Human Anatomy & Physiology II	4
COM 201*	Communication in Business & Professional Life	3
Elective*	Humanities/Fine Arts Elective	3
SRG 221**	Surgical Capstone	3
	<b>TOTAL</b>	<b>13</b>
	<b>Total Second Year Hours</b>	<b>29</b>
	Diploma Hours	39
	<b>Total Degree Hours</b>	<b>68</b>

\* General Education Course

\*\* Major Course

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### General Education Electives

<b>Humanities/Fine Arts</b>	<b>Math</b>
<b>ENG 210 World Literature</b>	MAT 171 Pre-calculus Algebra
<b>HUM 220 Music Appreciation</b>	MAT 201 Introductory Statistics
<b>REL 210 World Religions</b>	
<b>SPA 201 Introduction to Hispanic Culture and Language for the Healthcare Professional</b>	<b>Social Sciences</b>
	PSY 150 Human Growth and Development
	PSY 210 Abnormal Psychology
	SOC 203 Marriage and Family

### Admission

Applicants into the Surgical Technology Diploma program must meet the general college admission requirements found in the Catalog and submit:

- An official transcript showing evidence of the following high school or college level courses with a preferred grade of “C” or higher:
  - Algebra I
  - Either Algebra II or Geometry
  - Biology
- Two references that speak to the applicant’s academic abilities and/or work ethic. If the applicant has been enrolled in another Surgical Technology program within the last five years, then one reference **must** be from a program official at the institution attended.

For admission into the Surgical Technology Associate of Science Degree program, applicants must meet the aforementioned requirements for the Surgical Technology Diploma program plus submit an official transcript showing evidence of the following high school or college level courses with a preferred grade of “C” or higher:

- Algebra II
- Geometry
- Chemistry

### **SURGICAL TECHNOLOGY (AAD) ACCELERATED ALTERNATIVE DELIVERY**

The Surgical Technology Accelerated Alternate Delivery (AAD) is an accredited, one semester, online program that prepares professionals working in the Surgical Technology field for certification by the National Board of Surgical Technology and Surgical Assisting (NBSTSA).

Surgical Technology professionals interested in the AAD program must be on-the-job trained or graduates from an accredited surgical technology program that completed the educational requirements before March 1, 2000; graduates from a non- Commission on Accreditation of the Allied Health Programs (CAAHEP) accredited Surgical Technology program; or military trained.



## Surgical Technology AAD Curriculum Plan

### Pre-Requisites Required for Admission

Course #		Credit Hours
BIO 100**	Medical Terminology	1
BIO 190**	Principles of Microbiology	4
ENG 101*	English Composition I	3
PSY 101*	General Psychology	3
	<b>TOTAL</b>	<b>11</b>

### ST-AAD Courses Online (Block Scheduling)

BIO 163**	Basic Anatomy & Physiology	5
SRG 111**	Introduction to Surgery	4
SRG 121**	Surgical Procedures I	4
SRG 131**	Surgical Procedures II	3
	<b>TOTAL</b>	<b>16</b>

### Experiential Learning Credits

SRG 115**	Fundamental Perioperative Techniques <sup>+</sup>	4
SRG 125**	Surgical Clinical I <sup>+</sup>	5
SRG 135**	Surgical Clinical II <sup>+</sup>	3
	<b>TOTAL</b>	<b>12</b>
	<b>Total Diploma Hours</b>	<b>39</b>

\*General Education Course

\*\* Major Course

<sup>+</sup>Life experience credit available.

## Admission

Applicants to the Surgical Technology AAD Diploma Program must meet the general college and Surgical Technology diploma admission requirements found in the Catalog and submit:

- Evidence of completion of the following college courses or equivalents:
  - ENG 101      English Composition I      3 credits
  - BIO 100<sup>+</sup>    Medical Terminology      1 credit
  - BIO 190<sup>+</sup>    Principles of Microbiology    4 credits
  - PSY 101      General Psychology      3 credits

<sup>+</sup>Science credits cannot be more than five years' old

Completed clinical portfolio to include:

- A letter of recommendation from a current immediate supervisor.
- Two letters of recommendation from surgeons.
- Clinical experience verification form. This form needs to verify at least 120 procedures in a variety of specialties. This document is available upon request from the Program Chair.

Upon meeting all requirements for admission and enrollment, the student may request experiential learning credit by submitting the following items to the Director of Student Records and Information Management:

- Credit for Life Experience Application ([www.cabarruscollege.edu](http://www.cabarruscollege.edu))
- Current resume and the above mentioned clinical portfolio
- Letter explaining life experience

- A non-refundable processing fee (\$150 per course non-refundable)

## SCIENCE

The Associate in Science program provides a wide array of options for students preparing for a career in life sciences or for transfer into our nursing or allied health programs. Advising tracks include Life Sciences, Medical Assistant, Occupational Therapy Assistant, Pharmacy Technology, Surgical Technology, and Pre-Nursing.

The Life Sciences Track is designed for students seeking an associate's degree in preparation for a career in life sciences or who are undecided of their major. The Medical Assistant, Occupational Therapy Assistant, Pharmacy Technology, and Surgical Technology advising tracks are designed to prepare individuals for admission into the respective clinical program. Admission into the Associate in Science program does not guarantee admission into a clinical program.

The Pre-Nursing Track of the Associate in Science program is a two-semester, 28 credit hour sequence of classes that, *if completed according to the outlined stipulations*, guarantees admission to the Associate of Science Degree in Nursing.

### Mission Statement

The mission of the Associate in Science Program at Cabarrus College of Health Sciences is an absolute commitment to educational excellence in the preparation of men and women for careers in the Health Sciences within our region.

### Program Student Learning Outcomes

Students who graduate with the Associate in Science degree will be able to:

- Recognize foundational concepts of natural and physical sciences.
- Explain the regulatory mechanisms which control the operation of natural and physical systems.
- Use technological resources to assess the relevance and application of science in healthcare delivery.
- Demonstrate scientific quantitative skills, such as the ability to evaluate experimental results, read graphs, and understand and use information from scientific papers.
- Use technical writing skills to describe the structure and function of biological systems.
- Apply conceptual and mathematical models to interpret the operation of natural and physical systems.

## Life Sciences Track Curriculum Plan

Course #		Credit Hours
<b>Semester I</b>		
BIO 101**	Introductory Biology I	4
Elective*	Humanities/Fine Arts Elective	3
Elective**	Major Electives	4
ENG 101*	English Composition I	3
MAT 171*	Pre-calculus Algebra	3
	<b>TOTAL</b>	<b>17</b>
<b>Semester II</b>		
ENG 102*	English Composition II	3
Electives**	Major Electives	8
Elective*	Social Sciences Elective	3
MAT 201*	Introductory Statistics	3
	<b>TOTAL</b>	<b>17</b>
<b>Semester III</b>		
Electives**	Major Electives	8
Elective*	Humanities/Fine Arts Elective	3
Elective*	Social Sciences	3
	<b>TOTAL</b>	<b>14</b>
<b>Semester IV</b>		
Electives**	Major Electives	12
Elective*	Humanities/Fine Arts Elective	3
	<b>TOTAL</b>	<b>15</b>
	<b>Program Total</b>	<b>63</b>

\* General Education Course

\*\* Major Course

### General Education Electives

<p><b>Humanities/Fine Arts</b></p> <p>ENG 210 World Literature</p> <p>HUM 220 Music Appreciation</p> <p>REL 210 World Religion</p> <p>SPA 201 Introduction to Hispanic Culture and Language for the Healthcare Professional</p>	<p><b>Social Sciences</b></p> <p>PSY 101 Introduction to Psychology</p> <p>PSY 150 Human Growth and Development</p> <p>PSY 210 Abnormal Psychology</p> <p>SOC 101 Introduction to Sociology</p> <p>SOC 203 Marriage and Family</p>
<p><b>Communications</b></p> <p>SPH 201 Communication in Business and Professional Life</p>	

### Major Electives<sup>+</sup>

<p>BIO 102 General Biology II</p> <p>BIO 190 Principles of Microbiology</p> <p>BIO 210 Human Anatomy and Physiology I<sup>+</sup></p> <p>BIO 220 Human Anatomy and Physiology II</p> <p>BIO 230 Cell Biology</p>	<p>BIO 240 General Genetics</p> <p>CHM 101 General Chemistry I</p> <p>CHM 102 General Chemistry II</p> <p>NTR 210 Nutrition Across the Lifespan</p>
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<sup>+</sup>All Associate in Science Degree students are required to complete BIO 101 before taking BIO 210. Students accepted into the Pre-Nursing Track are exempt from this requirement. Students who do not successfully progress in the Pre-Nursing Track may be required to complete BIO 101 at the discretion of the ADN Program Chair.

## Medical Assistant Track Curriculum Plan

<b>Fall</b>		<b>Credit Hours</b>
<b>Course #</b>		
BIO 100**	Medical Terminology	1
BIO 210**	Human Anatomy & Physiology I	4
CHM 101**	Chemistry I	4
PSY 101*	General Psychology	3
	<b>Total</b>	<b>12</b>
<b>Spring</b>		
BIO 220**	Human Anatomy & Physiology II	4
Elective*	Humanities Elective	3
Elective*	Math Elective	3
PSY 150*	Human Growth and Development	3
SOC 101*	Intro to Sociology	3
	<b>Total</b>	<b>16</b>
<b>Summer</b>		
BIO 190**	Microbiology	4
	<b>Total</b>	<b>4</b>

\* General Education Course

\*\* Major Course

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### General Education Electives

<b>Humanities/Fine Arts</b>	<b>Math</b>
ENG 210 World Literature	MAT 171 Pre-calculus Algebra
HUM 220 Music Appreciation	MAT 201 Introductory Statistics
REL 210 World Religion	
SPA 201 Introduction to Hispanic Culture and Language for the Healthcare Professional	

Students who would like to request a change of major into the Medical Assistant program are encouraged to do so during their second semester of study.

## Occupational Therapy Assistant Track Curriculum Plan

<b>Fall</b>		<b>Credit Hours</b>
<b>Course #</b>		
BIO 100**	Medical Terminology	1
BIO 101** or BIO 210**	General Biology or Human Anatomy and Physiology I	4
ENG 101*	English Composition I	3
OTA 110**	Introduction to OT	2
PSY 101*	General Psychology	3
	<b>Total</b>	<b>13</b>
<b>Spring Semester</b>		
BIO 210** or BIO 220**	Human Anatomy and Physiology I or Human Anatomy and Physiology II	4
CAS 190**	Computers for Healthcare Information Systems	3
Elective*	Humanities/Fine Arts Elective	3
PSY 150*	Human Growth and Development	3
	<b>Total</b>	<b>13</b>

\* General Education Course

\*\* Major Course

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### General Education Electives

#### Humanities/Fine Arts

**ENG 210 World Literature**

REL 210 World Religion

**HUM 220 Music Appreciation**

SPA 201 Introduction to Hispanic Culture and  
Language for the Healthcare Professional

Students who would like to request a change of major into the Occupational Therapy Assistant program are encouraged to do so during their second semester of study.

## Pharmacy Technology Track Curriculum Plan

<b>Fall</b>		<b>Credit Hours</b>
<b>Course #</b>		
BIO 100**	Medical Terminology	1
BIO 163**	Basic Anatomy & Physiology	5
Elective*	Natural Science Elective	4
Elective*	Social Science Elective	3
	<b>Total</b>	<b>13</b>
<b>Spring</b>		
Elective*	Natural Science Elective	4
Elective*	Humanities Elective	3
Elective*	Math Elective	3
ENG 101*	English Composition	3
	<b>Total</b>	<b>13</b>

\* General Education Course

\*\* Major Course

### General Education Electives

<b>Humanities/Fine Arts</b>	<b>Social Sciences</b>
ENG 210 World Literature	PSY 101 General Psychology
HUM 220 Music Appreciation	SOC 101 Introduction to Sociology
REL 210 World Religion	
SPA 201 Introduction to Hispanic Culture and Language for the Healthcare Professional	<b>Natural Sciences</b>
	BIO 163 Basic Anatomy & Physiology
<b>Math</b>	BIO 190 Microbiology
MAT 171 Pre-calculus Algebra	BIO 210 Human Anatomy & Physiology I
MAT 201 Introductory Statistics	BIO 220 Human Anatomy & Physiology II

Students who would like to request a change of major into the Pharmacy Technology program are encouraged to do so during their second semester of study.

### Surgical Technology Track Curriculum Plan

Fall		Credit Hours
Course #		
BIO 100**	Medical Terminology	1
BIO 163**	Basic Anatomy & Physiology	5
CHM 101**	Chemistry I	4
PSY 101*	General Psychology	3
	<b>Total</b>	<b>13</b>
Spring		
BIO 210 **	Human Anatomy & Physiology I	4
Elective*	Humanities Elective	3
Elective*	Social Sciences Elective	3
SOC 101*	Intro to Sociology	3
	<b>Total</b>	<b>13</b>
Summer		
BIO 190**	Microbiology	4
BIO 220**	Human Anatomy & Physiology II	4
	<b>Total</b>	<b>8</b>

\* General Education Course

\*\* Major Course

### General Education Electives

<b>Humanities/Fine Arts</b>	<b>Social Sciences</b>
ENG 210 World Literature	PSY 150 Human Growth and Development
HUM 220 Music Appreciation	PSY 210 Abnormal Psychology
REL 210 World Religions	SOC 203 Marriage and Family
SPA 201 Introduction to Hispanic Culture and Language for the Healthcare Professional	

Students who would like to request a change of major into the Pharmacy Technology program are encouraged to do so during their second semester of study.

## Pre-Nursing Track

The admissions requirements for the Pre-Nursing program are the same as the requirements for the Associate Degree in Nursing Program.

The Pre-Nursing track is designed to spread the major courses over a longer period of time to promote successful completion. The curriculum plan includes 2 semesters (excludes summer sessions) of general coursework.

Students admitted to the Pre-Nursing Track will be guaranteed a space in the Associate Degree Nursing program at Cabarrus College on a space available basis after the following conditions have been met:

- all courses in the Pre-Nursing Track have been completed by prior transfer credit (for applicable courses) or by completion at Cabarrus College. BIO 100, BIO 210, and BIO 220 must be completed at Cabarrus College (transfer credit is not accepted) with a grade of “87” or higher on the first attempt
- a cumulative GPA of 3.00 or higher achieved for all courses taken at Cabarrus College
- evidence of completion of a state approved Nurse Aide I course within the last 14 months or be on the current N.C. NA I registry prior to enrolling in the first nursing course. A list of state approved programs is available at [www.ncnar.org](http://www.ncnar.org)
- successful completion of BLS for Healthcare Providers

Students who are not accepted into the Associate Degree Nursing Program at the completion of the Pre-Nursing track may change to the Life Sciences Track to complete an Associate in Science Degree or request to change their major to another associate degree program at Cabarrus College.

### Pre-Nursing Track Curriculum Plan

The Pre-Nursing Track of the Associate in Science program is a two-semester, 28 credit hour sequence of classes that guarantees admission to the Associate of Science Degree in Nursing if the previously outlined conditions are met.

Course #		Credit Hours
<b>Semester I</b>		
BIO 100**	Medical Terminology	1
BIO 210**	Human Anatomy and Physiology I	4
Elective*	Math Elective	3
ENG 101*	English Composition I	3
PSY 101*	General Psychology	3
	<b>TOTAL</b>	<b>14</b>
<b>Semester II</b>		
BIO 190**	Microbiology	4
BIO 220**	Human Anatomy & Physiology II	4
PSY 150*	Human Growth and Development	3
Elective*	Humanities/Fine Arts Elective	3
	<b>TOTAL</b>	<b>14</b>

\* General Education Course

\*\* Major Course

## General Education Electives

<b>Humanities/Fine Arts</b>	<b>Math</b>
<b>ENG 210 World Literature</b>	MAT 171 Pre-calculus Algebra
<b>HUM 220 Music Appreciation</b>	MAT 201 Introductory Statistics
<b>REL 210 World Religion</b>	
<b>SPA 201 Introduction to Hispanic Culture and Language for the Healthcare Professional</b>	

### Admission Information

#### Associate in Science (with the exception of pre-nursing)

For admission into the Associate in Science Degree (AS) program, applicants must meet general college admission requirements and submit an official transcript showing evidence of the following high school or college level courses with a preferred grade of “C” or higher:

- Algebra I
- Algebra II
- Geometry
- Biology
- Chemistry

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.

### ACADEMIC MINORS

An academic minor is a series of courses outside of one's declared major curriculum which complements the student's major. The minor typically is a subset of course work from one or more disciplines, with all credits earned at an upper course level. The number of courses and credit hours required for the minor depend on the degree level as indicated in the table below. At least 50% of the credit hours for the minor must be taken at Cabarrus College.

<b>Degree Level</b>	<b>Minimum Credit Hours to Earn a Minor</b>	<b>Minimum Number of Courses to Earn a Minor</b>	<b>Upper Level of Courses to Constitute a Minor</b>
Bachelor's Degree	15	5	300 level or above
Associate's Degree	12	4	200 level or above

A student must declare the minor at least one semester prior to completing all major requirements. A student initiates the request for a minor by completing the Declaration of Academic Minor form and meeting with their advisor and the Office of Financial Aid. The student submits the completed form to the Office of Student Records and Information Management before enrolling in courses for the minor.



Progression within the minor follows the same requirements as for the major (refer to Academic Progression section). Students who wish to change their minor must contact the Director, Student Records and Information Management for approval. Completion of the minor is recorded on the student's transcript.

BIOLOGY MINOR		LEADERSHIP AND MANAGEMENT MINOR	
		BUS 310	Introduction to Accounting & Financial Management
BIO 330	Cell Biology	COM 301	Communication, Culture and the Community
BIO 340	General Genetics	HSL 300#	Introduction to Health Services Organizations
BIO 311	Cross-Sectional A&P	HSL 303	Health Services Supervision
BIO 410	Advanced A&P	HSL 330	Human Resources Management
BIO 430	Fundamentals in Neuroscience	HSL 341	Issues in Performance Improvement
BIO 440	Pathophysiology	HSL 350	Leadership in the Health Service Industry
		HSL 400	Organizational Dynamics and Communications
		HSL 403	Current Issues in Health Services Management
		HSL 410	Legal & Ethical Issues in Contemporary Society

### Courses Approved for the Minor

#Associate degree students are required to take HSL 300 as part of the Leadership and Management minor.

## NURSE AIDE AND CONTINUING EDUCATION COURSES

### MISSION

The Continuing Education Department of Cabarrus College provides programs to address the lifelong learning needs of current healthcare professionals.

### PURPOSE

The purpose of Continuing Education is to improve the quality of client/patient care by developing and enhancing the healthcare careers of local and regional nurses, other allied health professionals and those beginning their journey in the healthcare field.

### BEGINNING YOUR CAREER IN HEALTHCARE

Regularly scheduled courses for those seeking a career in healthcare include Nurse Aide I, Nurse Aide I Review, and CPR/BCLS.

The tuition and fee structure, and course descriptions for Continuing Education programs can be viewed at the Continuing Education link at [www.cabarruscollege.edu](http://www.cabarruscollege.edu). All Continuing Education courses, unless otherwise noted, have a nonrefundable registration fee. Textbook, supplies and lab fees are not included in tuition unless so stated. Tuition is due three (3) weeks before the first day of the course. If the tuition deadline is not met, the participant will be subject to forfeiting his/her space in the course. Tuition is refundable if the applicant submits in writing a request to be withdrawn from the course no less than three (3) weeks (15 business days) prior to the first day of the course. If communication is not in writing or if the student does not withdraw prior to fifteen (15) business days before the course begins, tuition is NOT refundable. Continuing Education reserves the right to cancel any course due to low enrollment. Should course cancellation occur, the registration fee along with any tuition paid will be refunded. Refer to the Continuing Education link at [www.cabarruscollege.edu](http://www.cabarruscollege.edu) for upcoming course offerings.

### LIFELONG LEARNING NEEDS AND PROFESSIONAL DEVELOPMENT

Cabarrus College offers professional development courses and workshops to help healthcare

professionals enhance their knowledge and skills through Continuing Education. Previous professional development offerings include: Ethics in Healthcare, Opening Doors for Clinical Students with Disabilities, and Evidence Based Practice. Continuing Education Units (CEUs) are awarded for all professional development programs.

For more information about current professional development offerings, please visit [www.cabarruscollege.edu](http://www.cabarruscollege.edu), or contact the Coordinator for Campus and Community Outreach, Cara Lursen at 704-403-1614.

## DISTANCE EDUCATION

Distance education at Cabarrus College refers to instruction where the instructor and student are separated geographically such that face-to-face communication is limited or absent. Instead, communication is accomplished by technological media. Synchronous or asynchronous communications may occur using audio, video, computer, or other electronic means, now known or hereafter developed, to teach a Cabarrus College course. Distance education courses provide greater flexibility to those students who might otherwise find it difficult to fit traditional class periods into busy work and family life schedules.

### ORIENTATION

All students, including distance education students, are required to complete an online orientation prior to the beginning of the first semester of enrollment. Students receive passwords and orientation to College email and the learning management system, learn about library resources and database researching, are oriented to the College registration and data management system, are oriented to advising and student support services, and are familiarized with College policies and expectations. Students may access the online Student Handbook and College Catalog on the College website for detailed information on topics covered during orientation.

### TEST-TAKING/PROCTORING

Students are advised to refer to syllabi for information regarding the administration of tests which may occur online, on campus, or a combination of both. On-site testing may be required at the Cabarrus College campus or other approved site. For courses that utilize remote/web proctoring services, students are responsible for providing photo ID and following testing protocol as outlined in syllabi.

### STUDENT RESPONSIBILITIES, PRIVACY AND SUPPORT

Students enrolled in distance education programs and/or courses are expected to adhere to College policies and procedures for students, and take responsibility for their learning by:

- a. Evaluating readiness for distance education coursework, including personal motivation, time management, computer skills, and computer equipment. An online readiness assessment is available on the College Web site.
- b. Understanding distance education courses require significant reading and writing communication skills, and students are responsible for having the necessary skills.
- c. Responding to College faculty and/or staff communication as instructed.
- d. Maintaining an online presence as expected for the course and college activities.
- e. Adhering to the Student Code of Conduct, which includes upholding copyright laws and the principles of academic integrity and netiquette.
- f. Protecting secure login and online identity to prohibit any other individual to impersonate them in the online environment.
- g. Understanding that any information posted using course tools such as discussions, blogs, wikis, messaging, or videos, will become available to the instructor and may also be seen

by fellow students. Caution should be exercised to avoid posting any personal or confidential information.

- h. Understanding that ownership of course content used within a course belongs to the College. Materials should not be re-posted online outside of the course by students or shared with individuals outside the course, including works posted and owned by other students.
- i. Adhering to the proctoring and identification requirements outlined for the course.
- j. Notifying the instructor of any technical issues encountered as soon as possible and seeking technical support for any issues encountered.
- k. Adhering to all College policies and procedures regarding students including, but not limited to attendance, health, academic progress, graduation, and financial aid.

## ELECTRONIC DELIVERY OF INSTRUCTION

Cabarrus College of Health Sciences offers selected courses with varying levels of electronic delivery. The following definitions are used.

**Online Courses:** Online courses are Internet-based distance education courses designed for highly motivated, self-directed, independent learners with good writing skills. WB courses offer a convenient, alternative way to learn outside of the traditional classroom. Delivery of 75% or more of the course hours is through Internet/Web sites with the remainder of course hours met through on-campus class meetings.

**Hybrid Courses:** Hybrid courses combine the traditional on-campus classroom components with required online learning experiences and activities. These courses are designed for highly motivated students with good writing skills. HB courses offer the flexibility of online study but require some on campus classroom meetings for instruction, testing, discussion or demonstration/return demonstration. Hybrid courses meet on campus for classroom instruction between 26% and 74% of the course hours with the remainder of course hours provided over the Internet.

**Web-enhanced Courses:** Web-enhanced courses are traditional on-campus classes that are augmented with required Web site interactive assignments. The majority of course hours are on-campus. Interactive Web assignments account for no more than 25% of course hours and are designed to enhance student learning.

### GUIDELINES

- All delivered course sections are identified within the standard Cabarrus College course schedules and are not distinguishable from campus delivered course sections on student transcripts.
- All components of the College course syllabus policy are utilized as the format for electronically delivered instruction.
- Instruction will provide appropriate amounts and types of interaction between students and instructors with generally expected instructor response time within 48 hours.
- Electronically delivered course sections are evaluated similarly to campus delivered course sections.
- Appropriate methods will be used to assess students' achievement of the learning objectives and these methods will be communicated to the students in the course syllabus.

- Testing in electronically delivered courses may occur online, on campus or at another approved site.
- 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.

## TECHNOLOGY REQUIREMENTS FOR ONLINE/HYBRID COURSES

### Screen Size

- A minimum of 1024x600

### Operating Systems

- Windows 7 and newer
- Mac OSX 10.6 and newer

### Mobile Operating System Native App Support

- iOS 7 and newer
- Android 2.3 and newer

### Computer Speed and Processor

- Use a computer 5 years old or newer
- 3GB of RAM
- 2GHz processor

### Other System Requirements

- Sound card
- 10/100 Ethernet card or wireless card
- Webcam and headset with microphone

### Internet Speed

- Cable or DSL high speed connection

### Screen Readers

- PC: JAWS (latest version for Internet Explorer)
- PC: NVDA (latest version for Firefox)
- Macintosh: VoiceOver (latest version for Safari)

### Software/Plug-ins/Add-ons

- Microsoft Office 2013 or higher
- Adobe Reader 11 or higher
- Java plug-in Version 7 or higher
- Flash Player 20 or higher
- Software to open .zip file format
- Player for video/media
- Antivirus software

### Browsers

- Chrome 48 or higher
- Safari 8 or higher

- Firefox 44 or higher
- Internet Explorer 11

Students are required to keep their personal computers up-to-date with the latest operating system updates, virus data files, etc. The College is not responsible for maintaining students' personal computers.

## **COURSE IDENTIFICATION**

### **LOWER DIVISION COURSES (100-299)**

Lower division courses are primarily for freshmen and sophomores.

Courses numbered from 100 through 199-Introductory level courses provide a knowledge base, develop basic competencies, and/or teach the principles and methodology of a discipline. These courses are recommended for, but are 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 build on 100 level courses, broaden knowledge, and/or continue to develop skills and competencies. These courses are recommended for, but are not restricted to, students studying the subject at the sophomore level.

### **UPPER DIVISION COURSES (300-499)**

Upper division courses are primarily for junior and seniors.

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

### **COURSES NUMBERED 400 THROUGH 499**

Specialized courses intended primarily for majors in the field. These are courses are recommended for, but are not restricted to, students studying the subject at the senior level.

### **GRADUATE DIVISION COURSES (500 and above)**

Courses numbered at 500 and above generally are reserved for post-baccalaureate students. Courses primarily are narrow in scope and build on foundational knowledge and skills developed during undergraduate study. Expectations for the amount and/or level of student reading and writing exceed those of undergraduate level coursework.

### **COURSEWORK ABOVE AND BELOW LEVEL**

Student level is determined by the number of earned credit hours designated on a Cabarrus College transcript as meeting the requirements of a student's major. Students generally are not 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. Only one 200 level course may be counted toward baccalaureate completion course requirements.

# COURSE DESCRIPTIONS

## BIOLOGY (BIO)

### **BIO 100 - 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 an *online, independent study* course and requires students to be highly motivated and self-directed. All testing is conducted on campus. Credit: 1 hour. *This course is offered in an on-line format.* Fall, Spring.

### **BIO 101 - General Biology I**

This course is a study of the fundamental principles and concepts of biology. Topics include a discussion of themes in the study of life, the chemistry of life, cell structure and function, genetics, and animal form and function. Lab exercises reinforce and demonstrate theory content. Credit: 4 Hours (3 hours theory, 1 hour lab). Fall.

### **BIO 102 - General Biology II**

This course is a continuation of General Biology I. General Biology II will include a discussion of the biodiversity of organisms, taxonomy, the biology of prokaryotes, plants, and 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. Credit: 4 hours (3 hours theory, 1 hour lab). Spring.

### **BIO 163 - Basic Anatomy and Physiology**

This course is a basic study of the structure and function of the human integumentary system, skeletal system, muscular system, nervous system, endocrine system, cardiovascular system, immune system, respiratory system, digestive system, urinary system, and reproductive system. The course includes a discussion of fundamental concepts of anatomy and physiology, basic inorganic chemistry and biochemistry, cell biology and histology. Laboratory involves microscopy and dissection. Credit: 5 hours. (4 hours theory, 1 hour lab). *This course is also offered in an accelerated delivery online format.* Fall, Spring.

### **BIO 190 - Principles of Microbiology**

This course provides an introduction to basic concepts of structure, classification of growth patterns, and control of micro-organisms. The course will also include a discussion of the fundamentals of infection, disease, host immune responses, and clinical applications of principles. Laboratory emphasizes microbiological techniques. Credit: 4 hours (3 hours theory, 1 hour lab). Fall, Spring, Summer.

### **BIO 210 - Human Anatomy and Physiology I**

This course will study the structure and function of human organ systems, including basic inorganic and organic chemistry, the cell, histology, cellular energetics, body organization, the skeletal, muscular, and nervous systems, and general homeostasis. Laboratory involves dissection and physiological measurements. Credit: 4 hours (3 hours theory, 1 hour lab). Fall, Spring.

### **BIO 220 - Human Anatomy and Physiology II**

BIO 220 is a continuation of BIO 210 and includes the study of the cardiovascular, immune, respiratory, urinary, digestive, endocrine, and reproductive systems, embryology, and genetics. Laboratory involves dissection and physiological measurements. Prerequisite: BIO210. Credit: 4 hours

(3 hours theory, 1 hour lab). Fall, Spring, Summer.

### **BIO 330 - Cell Biology**

This course is a study of the fundamental principles and concepts of cell biology. Topics include a discussion of cell structure and chemistry, bioenergetics, enzyme kinetics, cell metabolism, cell transport processes, cell to cell communication, cell motility, the extracellular environment, and regulation of gene expression in prokaryotes and eukaryotes. Upon completion the student should be able to demonstrate an understanding of cell structure and function. Lab exercises reinforce and demonstrate theory content and provide an introduction to laboratory techniques of biotechnology. Prerequisites: BIO101 or BIO190, or permission of Instructor. Credit: 4 hours (3 hours theory, 1 hour lab). Spring.

### **BIO 340 – Human Genetics**

Human Genetics will consider basic principles of heredity, extensions and modifications of basic principles, the structure of DNA and chromosomes, the process of DNA replication, transcription and translation, the regulation of gene expression in prokaryotes and eukaryotes, bacterial and viral genetics, mechanisms of gene mutation and DNA repair, and applications of recombinant DNA technology. Prerequisites: BIO101 or BIO190, or permission of Instructor. Credit: 3 hours. *This course may be offered in a hybrid and/ or on-line format.* Fall.

### **BIO 311 - Cross Sectional Anatomy and Pathophysiology**

This is a study of human anatomy as seen in axial, sagittal, and coronal planes. Other imaging planes are studied when relevant for demonstration of anatomy in specific regions. Correlation to CT/MR images is practiced in this course. Bony, muscular, vascular, organs and soft tissues of the following anatomical regions are studied: central nervous system (brain and spine), other structures in the head, soft tissue neck, musculoskeletal, cardiovascular, thorax, abdomen, and pelvis. Prerequisite: Admission to the program, or permission of Instructor. Credit: 3 hours. Fall.

### **BIO 410 – Advanced Applications of Human Anatomy and Physiology**

Advanced Applications of Human Anatomy and Physiology includes a review of fundamental concepts of cell biology, histology, and the regulation of body system functions. The course will also consider the integrated function of body systems, growth, metabolism, reproduction and development with an emphasis on the application of these concepts to healthcare practice. A review of the organization and anatomy of all body systems is included in this course. Prerequisites: Enrollment in a bachelor completion program. Credit: 3 hours. *This course is offered in a hybrid format.* Fall.

### **BIO 420 – Functional Kinesiology**

Functional Kinesiology will consider the structure and function of joints of the body, biomechanical properties of joint tissues of the body, static and kinematic analysis of the musculoskeletal system, and mechanics and pathomechanics of muscle activity at the joints of the body. Pathological influences will be related to assessment. Prerequisites: Enrollment in a bachelor completion program. Credit: 3 hours. *This course is offered in a hybrid format.* Fall.

### **BIO 430 – Fundamentals in Neuroscience**

Fundamentals in Neuroscience considers neuron structure, function, and communication. The course provides a detailed review of the structure and function of the Central and Peripheral Nervous Systems and will also consider pathologies of the nervous system most relevant to healthcare across the lifespan. Prerequisites: Enrollment in a bachelor completion program. Credit: 3 hours. *This course is offered in a hybrid format.* Spring.

### **BIO 440 – Pathophysiology**

Pathophysiology provides a systems approach to disease processes. The course begins with an introduction to fundamental concepts of pathophysiology and a review of cell biology. Normal body system function is considered with a more detailed discussion of disease processes most relevant to healthcare across the lifespan. The discussion of disease processes will include etiology, clinical manifestations, diagnosis, pathogenesis, and current research. Prerequisites: Enrollment in a bachelor completion program. Credit: 3 hours. *This course is offered in a hybrid format.* Spring.

### **BIO 510 - Advanced Applications of Human Anatomy and Physiology**

Advanced Applications of Human Anatomy and Physiology includes a review of fundamental concepts of cell biology, histology, and the regulation of body system functions. The course will also consider the integrated function of body systems, growth, metabolism, reproduction and development with an emphasis on the application of these concepts to healthcare practice. A review of the organization and anatomy of all body systems is included in this course. Presentations of independent research and analysis of applications to healthcare practice will be required in this course. Prerequisites: Enrollment in a graduate program or permission of the instructor. Credit: 3 hours. *This course is offered in a hybrid format.* Fall.

### **BIO 520 - Functional Kinesiology**

Functional Kinesiology will consider the structure and function of joints of the body, biomechanical properties of joint tissues of the body, static and kinematic analysis of the musculoskeletal system, and mechanics and pathomechanics of muscle activity at the joints of the body. Independent research and analysis of pathological influences will be correlated with assessments in required papers and presentations in this course. Prerequisites: Enrollment in a graduate program or permission of the instructor. Credit: 3 hours. *This course is offered in a hybrid format.* Fall.

### **BIO 530 – Fundamentals in Neuroscience**

Fundamentals in Neuroscience considers neuron structure, function, and communication. The course provides a detailed review of the structure and function of the Central and Peripheral Nervous Systems. Independent research and analysis of pathologies of the nervous system most relevant to healthcare across the lifespan will be required in papers and presentations in this course. Prerequisites: Enrollment in a graduate education program or permission of the instructor. Credit: 3 hours. *This course is offered in a hybrid format.* Spring.

### **BIO 540 – Pathophysiology**

Pathophysiology provides a systems approach to disease processes. The course begins with an introduction to fundamental concepts of pathophysiology and a review of cell biology. Normal body system function is considered with a more detailed discussion of disease processes most relevant to healthcare. Prerequisites: Enrollment in a graduate education program or permission of the instructor. Credit: 3 hours. *This course is offered in a hybrid format.* Spring.

## **BUSINESS (BUS)**

### **BUS 310 – Introduction to Accounting and Financial Management**

This course examines the role of financial management within the healthcare organization arena, 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. Credit: 3 hours. *This course may be offered in a hybrid and/or on-line format.* Fall, Spring.



## CHEMISTRY (CHM)

### 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 Cabarrus College. Any other transferability of these semester hours is neither written nor implied. This course does not carry any college course credit. Credit: 0 hours (45 contact hours). Summer.

### CHM 101-General Chemistry I

This course is the 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 CHM090. Credit: 4 hours (3 hours theory, 1 hour lab). *This course may be offered in a hybrid and/ or on-line format.* Fall, Summer.

### CHM 102 - General Chemistry II

This course is a continuation of the study of the fundamental principles and laws of chemistry discussed in General Chemistry I. Topics in this course 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: CHM101. Credit: 4 hours (3 hours theory, 1 hour lab). Spring.

## COMMUNICATION (COM)

### COM 201 - Communication in Business and Professional Life

This course covers the basic writing process and interpersonal communication skills needed to prepare effective professional business communication for audiences inside and outside the business environment. Pre-requisite: ENG101. Credit: 3 hours. *This course is offered in an on-line format.* Spring.

### COM 301 - Communication, Culture and the Community

Intercultural skills are increasingly necessary for every profession. The ability to communicate effectively within and across cultures in a diverse society is essential. This course will help students develop a critical understanding of communication across the dimensions of race, ethnicity, nationality, ability, gender, age and sexual orientation. Prerequisites: ENG 101 and a social science. Credit: 3 hours. *This course is offered in an on-line format.* Fall.

## COMPUTED TOMOGRAPHY (CAT)

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

This course provides the imaging technologist with an understanding of the physical principles and instrumentation involved in computed tomography. The historical development and evolution of computed tomography is reviewed. Radiation physics centered on the use of x-radiation in forming an image will be reviewed. Focus will be placed on CT system principles, operations and components. Data acquisition and manipulation techniques including; image processing, image display, and image reconstruction will also be discussed. Other topics include;

quality control, techniques for the reduction of image artifacts, imaging informatics and contemporary issues surrounding advancements in Computed Tomography. Prerequisite: Admission to the program. Credit: 3 hours. *This course may be offered in a hybrid format.* Fall.

### **CAT 302 – CT Pathophysiology**

This course will familiarize the student with the common pathologies found in computed tomography and their appearance with various imaging protocols. Each disease or traumatic process is examined from its description, etiology, associated symptoms and diagnosis with appearance on CT. Terms associated with these pathologies will be included. The course content will be inclusive of all commonly imaged body systems and areas. Case studies and images of the pathologies will be used to reinforce course subject matter. Credit: 1 hour. *This course is offered in an on-line format.* Fall.

### **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. Content provides detailed coverage of procedures for CT imaging of adults and pediatric patients. Image acquisition will be discussed in detail, with emphasis on image manipulation for various protocols. Quality management, radiation protection, contrast media, patient care, and procedure protocols will be discussed to provide the student with a firm knowledge base of all aspects of the CT environment. Prerequisite: Admission to the program. Credit: 3 hours. *This course may be offered in a hybrid format.* Fall.

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

This course provides the opportunity to apply knowledge gained from classroom instruction to the computed tomography clinical setting. Through structured, sequential, competency-based clinical assignments, concepts of team practice, patient-centered clinical practice and professional development are discussed, examined and evaluated. Emphasis is placed on patient centered care, positioning, protocols, procedures and image production in computed tomography. Healthcare legal and ethical considerations are also discussed. Upon completion, students should be able to assume a variety of duties and responsibilities within the computed tomography clinical environment and meet the necessary requirements to apply to take the ARRT Computed Tomography Registry Examination. Clinical education is conducted at a clinical facility. Prerequisite: Admission to the program, or permission of Instructor. Credit: 6 hours. Fall, and by request.

### **CAT 305 - Comprehensive Overview of Computed Tomography**

This course will provide a comprehensive overview of Computed Tomography (CT). Topics will include patient care and safety concerns, with a focus on patient assessment, contrast administration and radiation safety, CT imaging procedures, to include protocols and sectional anatomy, will be examined. CT physics and instrumentation topics including equipment radiation physics, the formation of the CT image, and artifacts will be discussed. This course will provide 48 contact hours of direct instruction focused on the content requirements for the American Registry of Radiologic Technologist's content specifications for post primary examination. Prerequisite: Admission to program. Credit: 3 hours. Summer and by request.

## **COMPUTER APPLICATION SCIENCES (CAS)**

### **CAS 190 – Computer Technology Applications**

This is an application-focused course designed to introduce students to computer technology. Topics include: hardware and software applications, utilization of the Internet and Microsoft Office programs and an introduction to the online learning management system, CANVAS. Credit: 3 hours. *This course is offered in an on-line format.* Fall, Spring.

## ENGLISH (ENG)

### **ENG 101 – English Composition I**

This course is designed to offer the basics of composition and use of APA style documentation with an emphasis on writing as a process. Readings will be both fiction and non-fiction. Class discussion will enhance the assigned readings and writings. Current social issues will be examined and analyzed to thoughtfully consider point of view and bias in society. Proper grammar will be emphasized. Credit: 3 hours. *This course may be offered face to face and/or on-line format.* Fall, Spring.

### **ENG 102 – English Composition II**

In this course students will learn techniques for clear, purposeful, effective writing. Emphasis is on rhetoric and argumentation for a variety of purposes and audiences. Writings will incorporate research findings and APA style documentation. Prerequisite: ENG101. Credit: 3 hours. As needed.

### **ENG 210 – World Literature**

This course introduces selected works from the Pacific, Asia, Africa, Europe, and the Americas from their literary beginnings through the seventeenth century. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze and respond to selected works. Prerequisite: ENG101. Credit: 3 hours. Spring.

### **ENG 302 – 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. Prerequisite: ENG101. Credit: 3 hours. *This course offered in an on-line format.* Fall, Spring, Full Summer.

### **ENG 315 - Creative Writing**

This course is designed to acquaint students with the craft of creative writing. Students will explore the various skills needed to compose reflective writing, short fiction, creative nonfiction, poetry, and other creative forms. Through writing, students will work to sharpen their skills of observation, description, and analysis to enhance their own creative direction and the perspective of others. Students will be expected to read and comment on their peers' writing with thoughtful and constructive criticism, as well as read and discuss published work. Prerequisite: ENG 101. Credit: 3 hours. *This course is offered in an on-line format.* Fall, Spring.

## HEALTH (HEA)

### **HEA 110 - Health and Wellness**

This course covers basic concepts of personal health including the health illness continuum, major public health issues and safety. An emphasis is on personal assessment and responsibility for health, community resources available, appreciation for diversity in belief systems, and the relationship of the mind, body and spirit to quality of life. Credit: 3 hours. *This course in offered in an online format.* Fall.

## **HEALTH SERVICES LEADERSHIP AND MANAGEMENT (HSL)**

### **HSL 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. It explores historical background, functions, interrelationships and future role of the health services industry. Credit: 3 hours. *This course is offered in an on-line format.* Fall.

### **HSL 303 - Health Services Supervision**

The course addresses the challenges experienced by managers of the small working unit within a larger health services organization. The 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 functions are targeted. Credit: 3 hours. *This course is offered in an on-line format.* Spring.

### **HSL 330 - Human Resources Management**

This course examines healthcare organization structure with emphasis on manpower management. Topics include: human resources need assessment, recruitment, selection, training, and wage, salary, and benefits administration. Credit: 3 hours. *This course is offered in an on-line format.* Fall.

### **HSL 341 – Issues in Performance Improvement**

This course is designed to provide an understanding of the concepts and tools of performance improvement critical to managerial success. The course will address the concepts of PI and the essential tools of measurement. Credit: 3 hours. *This course is offered in an on-line format.* Full Summer.

### **HSL 350 – Leadership in the Health Service Industry**

This course expands the student's knowledge base of the theories of leadership and emerging trends as they relate to the provision of health services. The course uses research-based tools and best practices designed to develop the student's competencies in transformation, execution and people skills. Credit: 3 hours. *This course is offered in an on-line format.* Fall, Spring.

### **HSL 400 - Organizational Dynamics and Communications**

This course is an in depth study of various types of health service organizational structures, both formal and informal, with special emphasis on the behavior of people within those structures. The effect of organizational structure on communication among participants and the impact on organizational functioning will be major concepts presented in the course. Credit: 3 hours. *This course is offered in an on-line format.* Spring.

### **HSL 403 - Current Issues in Health Services Management**

This course is an exploration of trends and issues related to contemporary healthcare practice/leadership. 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. Credit: 3 hours. *This course may be offered in a hybrid and/or on-line format.* Fall.

### **HSL 410 – Legal and Ethical Issues in Contemporary Society**

This course explores the impact of contemporary issues in society, on healthcare delivery, and management. The emphasis is on the study of legal aspects of healthcare and principles of ethical decision-making. Topics of study include advocacy, consumer protection, public policy and the shift in healthcare to the public domain. Credit: 3 hours. *This course is offered in an on-line format.* Spring, Summer II.

## HUMANITIES (HUM)

### **HUM 220 - Music Appreciation**

This course is a survey of music for non-music majors. Included is a study of music elements, the development of music from the middle ages to present day and the analysis of music literature. Credit: 3 hours. Fall.

### **HUM 310 - Art Appreciation**

This course is designed to enhance the student's appreciation of art. Students will explore how art reflects society at its time in history; politically, emotionally, religiously, and socially. This course will examine media artists use to create their art, including two-dimensional and three-dimensional drawings, painting, printing, camera arts, graphic design, sculpture, installation, crafts, and architecture. A brief but comprehensive development of art history from pre-historic Europe to the present day is included. Students will learn to analyze and evaluate art technically, contextually, and visually. They will be able to identify major artists and periods in art history and media. Credit: 3 hours. *This course is offered in an on-line format.* Spring.

### **HUM 315 - Women in Art**

As an introduction to the significance of women in the art world, this course is designed to explore the place of women in art, by investigating both the image of women in art and women as artists. It will explore women's relationship to art at different times and in different cultures. Credit: 3 hours. *This course is offered in an on-line format.* Fall

**The following courses also fulfill the requirements for a humanities elective at Cabarrus College:**

ENG 210 World Literature

REL 210 World Religion

SPA 201 Introduction to Hispanic Culture and Language for the Healthcare Professional

COM 301 Communication in Culture and Community

## INTERDISCIPLINARY HEALTH STUDIES (IHS)

### **ENV 301 - Environmental Science**

This course examines factors in the environments that impact community health and health behaviors. The concept and method of risk assessment are discussed, as well as how health-supportive environments can be created and maintained. Online. Prerequisites: College level science course. Credit: 3 hours. *This course is offered in an on-line format.* Fall, Full Summer.

### **IHS 301 - Yoga I**

Yoga I is the first in a sequence of yoga courses. Students will be introduced to the holistic benefits of yoga as a lifelong practice. Topics will include an introduction to yoga history and philosophy, introduction of the eight limb path of yoga, introduction to Sanskrit terminology yoga etiquette, and ethics related to yoga instruction. Safe anatomical alignment, pose modifications, and sequencing of postures will be emphasized. Upon completion of this course, students will be able to perform and lead a Sun Salutation sequence using emphasis on breath and skillful movement using modifications. This course meets 48 of the 200 contact hours required to become a Registered Yoga Teacher (RYT200) through Yoga Alliance. Pre-requisite: None. Co-requisite: None. Credits: 3 hours. Fall and Spring.

### **IHS 302 - Yoga II**

Yoga II is the second in a sequence of yoga courses. This course builds on the basic yoga practice attained in Yoga I. Topics include an expanded asana, pranayama, and meditation practice; Sanskrit terminology; an in-depth study of Patanjali's eight-limb path (yogic philosophy); therapeutic approach to sequencing a Vinyasa yoga class; and basic physical assists. Upon course completion, students should be able to plan, organize, and implement a 45 minute Vinyasa yoga class. This course, combined with 48 hours from Yoga I, meets 96 of the 200 cumulative contact hours required to become a Registered Yoga Teacher (RYT 200) through Yoga Alliance. Pre-requisite: IHS 301. Co-requisite: None. Credits: 3 hours. Fall and Spring.

### **IHS 303 - Yoga III**

Yoga III is the third yoga course in a sequence of yoga courses. Topics include an expanded understanding of therapeutic yoga sequencing for a variety of practitioners, chakra energy anatomy and physiology, expanded meditation practice, yoga philosophy, principles of demonstration, observation and assisting of yoga postures, and the role and qualities of a yoga teacher. Students will plan, organize, and implement one complete Yoga class. This course, combined with 96 hours from IHS301 & IHS302 meets 144 of the contact hours required to be a Registered Yoga Teacher (RYT200) through Yoga Alliance. Prerequisites: IHS 301 and IHS 302. Co-requisites: None. Credits: 3 hours. As needed.

### **IHS 304 - Yoga IV**

Yoga IV is the final course necessary to become a Registered Yoga Teacher RYT 200 as recognized by Yoga Alliance. This course builds and expounds upon the previous three yoga courses. Topics include an expanded sequencing of advanced yoga asanas, pranayama and meditation practices and the communication skills, qualities and role of the yoga teacher. Ethics of the student-teacher relationship, the value of teaching yoga as a service to the community and addressing the specific needs of individuals and special populations will be emphasized. The expanded study of yoga philosophy and how it applies to modern day is addressed. Students will plan, organize, and implement a complete Vinyasa Flow Yoga and Yin Yoga class. This course, combined with 144 hours from IHS 301, IHS 302, and IHS 303 meets the contact hours required to become a Registered Yoga Teacher (RYT200) through Yoga Alliance. Pre-requisite: IHS 301, IHS 302, IHS 303. Co-requisites: None. Credits: 3 hours. As needed.

### **IHS 310 - Infant Massage**

Infant Massage will include an introduction to the history of massage and human growth and development related to infant massage instruction. The skillful developmental sequencing of infant massage strokes and modifications for the growing child will be emphasized. Upon completion of this course, students will be eligible to obtain their certification as a Certified Educator of Infant Massage (CEIM) and will have the basic information to be able to organize, plan, and implement a Parent Infant massage class, including the ability to market, and promote a business. Pre-requisite: None. Co-requisite: None. Credits: 3 hours. This course is offered in a hybrid format.

### **IHS 320 - Healing Touch**

Upon completion of this course students will receive a Certificate of Completion for a Level 1 through Level 3 certification course and may refer to themselves as a "Student of Healing Touch". Students will be provided with the opportunity to explore concepts and gain specific skill sets necessary to practice Level 1, Level 2, and Level 3 energy based therapy, known as Healing Touch. Healing Touch topics include basic energy principles related to sequences; classification of interventions related to client healthcare challenges; ethics, documentation, and self-care. Pre-requisite: None. Co-requisite: None. Credits: 3 hours.

### **IHS 401 - Applied Statistics and Research Methods**

Students will explore the advantages and disadvantages of experimental and non-experimental designs, various sampling methods, and quantitative and qualitative data collection. Special emphasis is placed on developing the student's ability to understand and evaluate scientific research. Topics include: hypothesis formulation, organization, correlation, regression and interpretation of statistical methods used in business and healthcare. Prerequisites: Introductory Statistics. Credit: 3 hours. *This course is offered in a hybrid format.* Fall.

### **IHS 405 - Critically Thinking**

Critical thinking is the systematic process by which we develop and support our own thoughts and beliefs as well as evaluate the strength of arguments made by others in real-life situations. This course is designed to serve as the groundwork for more effective reasoning and cognitive skills. Students will examine theses, assumptions, evidence, and results from multiple frames of reference to prepare them for tackling all kinds of problems, including those important questions that do not have an easy and definitive answer, by using the best available method. Credit: 3 hours. *This course is offered in an online format.* Spring.

### **IHS 501 - Applied Statistics and Research Methods**

Students will explore the advantages and disadvantages of experimental and non-experimental designs, various sampling methods, and quantitative and qualitative data collection. Special emphasis is placed on developing the student's ability to understand and evaluate scientific research. Topics include: hypothesis formulation, organization, correlation, regression and interpretation of statistical methods used in business and healthcare. Students will deconstruct a research study and evaluate the content. Prerequisites: Introductory Statistics. Credit: 3 hours. *This course may be offered in a hybrid and/or online format.* Fall.

## **MAGNETIC RESONANCE IMAGING (MRI)**

### **MRI 300 - Introduction to MRI**

This course will introduce the student to the techniques necessary for proper patient care and basic scan technique in MR imaging. Specific emphasis will be placed on patient safety in regards to the magnetic field and patient preparation prior to examination. Patient management, monitoring, and assessment of the patient, will be emphasized. Patient care skills including venipuncture and contrast administration will be presented. Patient screening procedures will be discussed to ensure the student's ability to communicate and interview the patient prior to the MR procedure. Protocol and procedure of MR examination of the brain and spine will be covered. An introduction to Basic MRI equipment and imaging parameters will prepare the student to enter the clinical setting. The clinical component of this course will allow the student the opportunity to apply their patient care and clinical skills. Credit: 6 hours (2 hours theory, 4 hours clinical). *This course is offered in a hybrid format.* Fall.

### **MRI 301 - MRI Physics**

This course provides the Imaging Technologist with an understanding of the physical principles and instrumentation involved in Magnetic Resonance Imaging. Data acquisition components, image manipulation and factors controlling image resolution including pulse sequences will be discussed. Focus will be placed on MRI system principles, operations and components. Other topics include quality control, techniques for the reduction of image artifacts, and contemporary issues surrounding advancements in Magnetic Resonance Imaging. Credit: 3 hours. *This course is offered in a hybrid format.* Spring.

### **MRI 302 - Magnetic Resonance Pathophysiology**

This course will familiarize the student with the common pathologies found in magnetic resonance imaging and their appearance with various imaging protocols. Each disease or traumatic process is examined from its description, etiology, associated symptoms and diagnosis with appearance on MRI. Terms associated with these pathologies will be included. The course content will be inclusive of all commonly imaged body systems and areas. Case studies and images of the pathologies will be used to reinforce course subject matter. Credit: 1 hour. *This course is offered in an online format.* Fall.

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

This course will take the student's knowledge of Magnetic Resonance Imaging and relate it to day-to-day tasks encountered in the MRI department. Content provides detailed coverage of procedures for MR imaging of adults and pediatric patients. Image acquisition will be discussed in detail, with emphasis on imaging options for various protocols. Protocol and procedure for all body systems including advanced imaging protocols will be discussed. The student will recognize techniques to reduce image artifacts and create high quality MR images. Evaluation of MRI images will prepare the student to differentiate between axial, sagittal and coronal planes and identify the structures best demonstrated in each. Credit: 3 hours. *This course is offered in a hybrid format.* Spring.

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

This course provides students with opportunity to apply knowledge gained from classroom instruction to the computed tomography clinical setting. Concepts of team practice, patient-centered clinical practice and professional development are discussed, examined and evaluated through structured, sequential, competency-based clinical assignments. Emphasis is placed on patient centered care, positioning, protocols, procedures and image production in magnetic resonance imaging. Healthcare legal and ethical considerations are discussed. The clinical experience will allow the student to assume a variety of duties and responsibilities within the MR clinical environment to meet the necessary requirements to apply to take the ARRT Magnetic Resonance Imaging Registry Examination. Clinical education is conducted at a clinical facility. Credit: 6 hours (288 clinical hours). Spring.

## **MATH (MAT)**

### **MAT 171 - Pre-Calculus Algebra**

Emphasis is on equations and inequalities; functions (linear, polynomial, and rational); systems of equations and inequalities; and parametric equations. Upon completion, students should be able to solve practical problems and use appropriate models for analysis and predictions. Prerequisites: High School Algebra II. 3 credit hours. *This course may be offered on-campus and/ or in an online format.* Fall - on campus, Spring - online.

### **MAT 201 - Introductory Statistics**

This course is an introductory course in statistics. Content includes averages, measures of data spread, correlations, rules of probability, discrete probability distributions, continuous probability distributions, confidence intervals, hypothesis tests and applications. Credit: 3 hours. *This course may be offered on-campus and/ or in an online format.* Fall - online, Spring – on campus, Full Summer - online.



## **MEDICAL ASSISTANT (MED)**

### **MED 105 – Medical Assisting I**

This course is designed to give the medical assisting student an introduction to both the clerical and clinical aspects of the profession. Upon completion of this course, students will be able to demonstrate skills in effective verbal and written communication, telephone techniques, reception of patients, schedule management, and mail management. Students will also be able to assess vital signs, take patient histories, demonstrate various aspects of patient preparation prior to an examination, and explain the legal and ethical issues impacting the field of medical assisting. Co-requisites: MED 112. Credit: 7 hours (6 hours theory, 1 hour lab). Fall.

### **MED 112- Electronic Health Records**

This course is designed to introduce students to electronic health records and the use of such in ambulatory care. In addition, this course will cover how to accurately document in a patient record and effectively manage a medical record in multiple formats. Students will have the opportunity to engage in hands-on learning using a simulated electronic health record. Co-requisites: MED 105. Credit: 1 hour (3 hours lab). *This course is offered in a hybrid format.* Fall.

### **MED 115 – Pathophysiology for Medical Assistants**

MED 115 provides students with an introduction to human anatomy, physiology and pathophysiology commonly encountered in an outpatient setting. This course will emphasize the importance of patient education and its role in disease prevention and health maintenance. Co-requisites: BIO 100. Credit: 3 hours (3 hours theory). Fall.

### **MED 121 – Advanced Clerical Procedures**

This course is designed to offer the medical assisting student an opportunity to learn the more advanced clerical procedures of the profession. Students will be introduced to various financial responsibilities such as billing and collections, accounts payable, payroll functions, bookkeeping skills, and banking responsibilities. Diagnostic and procedural coding, insurance claim processing, and information related to the Affordable Care Act will also be covered in this course. Prerequisites: MED 105, MED 115. Credit: 4 hours (3 hours theory, 1 hour lab). *This course is offered in a hybrid format.* Spring.

### **MED 125 – Advanced Clinical Procedures**

This course will emphasize the role of the clinical medical assistant in ambulatory care. It builds on the clinical skills introduced in MED 15 and includes the topics of minor office surgeries, various phlebotomy techniques and laboratory testing. This course will introduce a variety of medical specialties in which the students will learn how to assist the physician appropriately for each specialty. In addition, the students will learn different ways to communicate with individuals of different cultural backgrounds as it pertains to healthcare. This course includes a lab section where students will actively participate in learning the clinical skills and completing assessments of competency. Prerequisites: MED 105, MED 115. Credit: 8 hours (6 hours theory, 2 hours lab). *This course is offered in a hybrid format.* Spring.

### **MED 130 – Pharmacology for Medical Assistants**

This course is designed to introduce students to the principles of pharmacology. It will focus on dosage calculations, medication orders, and the regulations associated with medication preparation and administration. In addition, students will be introduced to the immunization schedules and proper documentation of vaccine administration. This class includes both lecture and laboratory hours so students will have the opportunity to complete hands-on practice and assessments of competency. Prerequisites: MED 105. Co-requisite: MED 125. Credit: 2 credits (1.5 hours theory, 0.5 hour lab). *This course is offered in a hybrid format.* Spring.

### **MED 140 – Medical Assistant Practicum**

The practicum provides the students with the opportunity to apply their knowledge, demonstrate professional attitudes, interact with other health care professionals and patients, and perform the administrative and clinical duties of a medical assistant. Upon completion of this course, students will be able to perform the duties of the Medical Assistant as they apply to the assigned office. Prerequisites: All courses in the Medical Assisting Diploma Program. Co-Requisites: MED 145. Credits: 4 hours (12 hours lab). Summer I.

### **MED 145 – Certification Examination Preparation**

This course is designed to prepare the medical assistant student for the certification examination. Students will be introduced to the format of the certification examination and will be given information to assist them in preparing for the test date. This course will review all aspects from the examination outline to include both clerical and clinical instruction. Prerequisites: All courses in Medical Assistant diploma curriculum. Co-Requisites: MED 140. Credits: 2 hours (2 hours theory). Summer I

### **MED 230 - Medical Assistant Internship**

This course is designed to provide the associate degree level student experience in the medical assisting role, including a focus on advanced skills in a specialty practice. Emphasis is placed on further developing and demonstrating proficiency in skills necessary for the medical assisting practice in specialty and management roles. The student will have various advanced opportunities to apply techniques and standards they have mastered and to recognize and research an area for possible improvement in the delivery of health care. Pre-requisite: Successful completion of all courses in the Medical Assistant Associate Degree Curriculum. Credit: 3 hours. Fall, Spring, Summer I, Summer, as needed.

## **MEDICAL IMAGING SYSTEMS (MIS)**

### **MIS 300 - Advanced Patient Care for Imaging Professionals**

Course Description: As the role of the medical imaging professional continues to expand, knowledge of advanced patient care skills is needed in all modalities. This course will expand the student's knowledge of patient care procedures in order to prepare the student to provide high quality patient care. Topics of discussion include: patient education, patient assessment, communication, pre-procedural and post-procedural care and proper charting and documentation. The technologist's scope of practice in relation to proper drug handling and dispensing will be examined. Technologists' responsibilities and intervention in cases of critical patient need, including basic AHA advanced cardiac life support guidelines, are also discussed. Credit: 3 hours. *This course is offered in an online format.* Summer II.

### **MIS 301-Bone Densitometry**

This course will provide a basic overview of the skills and concepts necessary to perform Bone Densitometry examinations in the clinical setting. It is designed to provide education for healthcare professionals currently performing or planning to perform Bone Densitometry Examinations. Quality management, equipment operation, radiation protection, patient care, procedures, protocols and specialized imaging techniques will be discussed to provide the student with a firm knowledge base of all aspects of Bone Densitometry. Bone disease processes including osteoporosis will be examined. Contemporary issues related to the geriatric population will be discussed. Curriculum for this course is based on content and theory from American Registry of Radiologic Technologist as well as International Society of Clinical Densitometry content specifications for bone densitometry. Credit: 3 hours. *This course may be offered in an online format.* Summer I.

### **MIS 302-Pharmacology for Imaging Professionals**

This course will provide a better understanding of the concept of pharmacology and how it relates to the imaging sciences. The principles of pharmacology as well as the role of the imaging professional will aid the student to learn and understand pharmacologic terminology, classifications, and the unique make-up of imaging contrast media. The chemistry and general makeup of commonly encountered medications and emergency medications will be discussed along with interactions. Contemporary issues surrounding healthcare literacy also will be discussed. Other topics will include routes of drug administration, infection control, and IV procedures. Prerequisite: Admission to the program. Credit: 3 hours. *This course is offered in an online format.* Spring and Summer II.

### **MIS 400 – Medical Imaging Quality Control**

This course will focus on quality management and quality control in the imaging sciences. Course content will prepare the imaging manager to utilize quality improvement models in order to analyze a problem and determine a solution. Quality assurance and quality control requirements for all imaging modalities will be discussed. Regulatory agency requirements for accreditation of imaging departments will be analyzed. Basic physical principles of image production related to: diagnostic imaging, mammography, CT, MRI, ultrasound, nuclear medicine will be discussed. This course includes 48 contact hours of direct instruction related to each of the following topics: patient care, safety, image production, and procedures. Credit: 3 hours. *This course is offered in an online format.* Spring.

### **MIS 401 - Information Systems Management for Imaging Sciences**

Course Description: This course will introduce the role and responsibilities of the PACS administrator. Fundamentals of imaging informatics and their application in the imaging department along with an overview of how information is captured, converted, stored and ultimately used within the health care system is provided. The student will gain knowledge of the digital image clinical workflow in several imaging modalities and understand the IT capability regarding software interactions and networking in the imaging field. PACS, RIS, HIS, as well as other information systems will be discussed in this course. Patient information management and the role of HIPAA, maintaining and protecting patient confidential information, and compliance in the imaging department will be discussed. Credit: 3 hours. *This course is offered in an online format.* Fall.

### **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 in the healthcare industry. The student will analyze the duties of a leadership position, including: organizational structure, personnel interrelationships, and current challenges of the organization under the direction of a preceptor. The student will complete a managerial project as directed by their preceptor. Included in this course will be a 15-hour service learning experience focusing on diversity in the healthcare setting. At the completion of this course the student will understand the skills necessary for a leadership position in the healthcare setting. Prerequisite: HSL300. Credit: 3 Hours. (9 hours clinical). As needed.

## **NURSING (NSG)**

### **NSG 101 – Introduction to Professional Nursing**

This course introduces the standards of professional nursing practice which provide the foundation for the registered nurse in maintaining quality in today's dynamic healthcare environment. Discussions will revolve around the following essential themes as identified by the American Nurses Association: 1) Age-appropriate, culturally and ethnically sensitive care; 2) Maintaining a safe environment; 3) Educating clients about healthy practices and treatment modalities; 4) Assuring continuity of care; 5) Collaboration with the multidisciplinary team; 6) Utilizing technology to manage information and promote quality; and 7) Communicating effectively. Other concepts that will be introduced include ethical and legal boundaries, scope of practice, educational advancement, autonomy and professional regulation. This non-clinical course will support application of concepts in clinical courses. Co-requisite: NSG111. Credit: 1 hour. Fall, Spring.

### **NSG 111 – Foundations in Nursing – Health Promotion**

This course introduces the student to the nursing process as the framework for provision of care to clients. Discussions will launch the concept of holistic client care based on five common interacting variables: physiological, psychological, sociocultural, developmental and spiritual. These five variables function in relationship with the environment, which are the internal and external stressors that influence the client and affect health. Emphasis will be on primary prevention strategies across the lifespan to maintain optimal wellness. The concepts of secondary prevention and tertiary prevention to regain optimal wellness will be introduced. Therapeutic modalities presented include physical assessment, medication administration, perioperative care, and pain management. Students will demonstrate critical thinking through development of individualized plans of care that promote health. These plans should incorporate research evidence about healthy lifestyle patterns and risk factors for disease/illness. The clinical aspect of the course allows the student to provide client-centered care within the parameters of professional nursing practice. Prerequisite: Admission to the ADN program. Co-requisite: NSG101. Credit: 7 hours (4 hours theory, 3 hours clinical). Fall, Spring.

### **NSG 121 – Foundations in Nursing – Chronic Health Conditions**

This course will strengthen the student's ability to apply the nursing process to plan and provide individualized care for clients experiencing common chronic conditions. Emphasis will be on clinical practice guidelines and research evidence used to guide clinical judgments when caring for individuals with chronic conditions. Common therapeutic modalities utilized to minimize problems of digestion and metabolism, promote oxygenation, tissue perfusion, and mobility will be discussed. Students will also strengthen physical assessment, communication and collaboration skills. Discussions will guide students in recognizing how effective secondary and tertiary prevention strategies can decrease illness exacerbations that necessitate acute care admissions. The clinical aspect of the course allows the student to provide client-centered care within the parameters of professional nursing practice. Prerequisite: NSG101, NSG111, BIO100, BIO210. Credit: 7 hours (4 hours theory, 3 hours clinical). Fall, Spring.

### **NSG 131 – Foundations in Nursing – Mental Health**

This course focuses on self-concept, interpersonal relationships, personal coping strategies, stress perception & adaptation, mood stability, and physiologic functioning of the limbic system and neurotransmitters. Ethical and legal standards related to the mental health client will be discussed. Self-awareness and its effects on interpersonal relationships with clients/families will be promoted. Emphasis will be on applying therapeutic communication strategies with clients experiencing situational crises and chronic psychiatric disorders. Evidence-based therapeutic modalities such as milieu therapy, behavioral therapy, cognitive therapy, electroconvulsive therapy and psychopharmacology will be discussed. Cultural awareness, the impact of environmental and

socioeconomic variables on coping, communication skills, and application of teaching-learning principles will be reinforced through development of a service-learning project. The clinical aspect of the course allows the student to provide client-centered care within the parameters of professional nursing practice. Prerequisite: NSG121, BIO220, PSY101. Credit: 6 hours (4 hours theory, 1.5hours clinical practice, 5 hours recitation.). Summer.

### **NSG 201 - Application of Nutrition and Pharmacology**

This course will focus on treatment modalities of nutrition and pharmacology throughout the lifespan. Discussions will center on educating clients regarding the role of nutrition in health promotion and the role of pharmacology in health maintenance. Emphasis will be on nutritional screening, recommendations for healthy living from Dietary Guidelines for Americans, dietary and medication modifications based on disease process, potential food-drug interactions, and specific assessments per drug classification. The impact of health literacy, socioeconomics and culture on patient choices in nutritional intake, medication compliance, and complementary and alternative medicine will be considered. Learning activities will enhance the student's ability to collaborate with other disciplines and provide client teaching for the promotion of health. This non-clinical course will support application of concepts in clinical courses. Prerequisites: NSG111, BIO220. Credit: 4 hours. Fall, Spring.

### **NSG 212 - Foundations in Nursing – Family Health**

This course enhances the student's ability to apply the concepts of health promotion to family development and family centered care. Students will continue to broaden their understanding of holistic care while learning how the interacting variables impact the family system. Emphasis will be placed on collaborating with the multidisciplinary team to promote healthy dynamics in family planning, pregnancy, childbirth, child development, childhood illnesses and with clients experiencing problems of the genitourinary and immune systems. Students are expected to demonstrate refinement of skills and the use of technology in planning and prioritizing individualized care. The clinical aspect of the course allows the student to provide client-centered care within the parameters professional nursing practice. Prerequisites: NSG121, PSY150. Credit: 8 hours (4 hours theory, 4 hours clinical). Fall, Spring.

### **NSG 231 – Transition to Practice**

This course explores how standards of nursing practice and professional performance can impact clinical decisions and improve the quality of healthcare. Discussions will emphasize the nurse's role as a leader in managing client care. Students are challenged to develop their role in team work and team building, prioritization, application of legal and ethical principles, delegation and supervision, and analyze quality data to improve client outcomes. Students recognize the value of lifelong learning and are able to identify educational requirements for continued practice. This non-clinical course will support application of concepts in the clinical setting. Prerequisites: ENG101, NSG201, NSG212. Co-requisite: NSG241. Credit: 2 hours. Fall, Spring.

### **NSG 241 - Foundations in Nursing – Acute Illness**

This course facilitates growth in the application of new and previously learned concepts when caring for clients with acute and complex conditions. Discussions of therapeutic modalities will include appropriate focused assessments utilized in the treatment of acute and complex clients. Clinical learning will promote strong communication skills, multidisciplinary collaboration, and appropriate decision making. Transition from student to novice in the discipline of nursing is supported by a focused client care experience in which the student is assigned a clinical preceptor. During this experience student will demonstrate ability to provide efficient and effective care for a group of clients utilizing principles of prioritization and delegation, and make appropriate clinical decisions based on supporting evidence. Students will participate in quality improvement initiatives designed to improve nursing practice. The clinical aspect of the course allows the student to provide client-

centered care within the parameters of professional nursing practice. Prerequisites: NSG201, NSG212, BIO190. Co-requisite: NSG231. Credit: 9 hours (5 hours theory, 4 hours clinical). Fall, Spring.

### **NSG 300 - Nursing in Society**

This course examines the evolution of professional nursing, the healthcare system and healthcare trends influencing nursing practice. This course explores functions, interdisciplinary relationships and the future role of professional nursing. Pre and/or Co-requisites: Admission to BSN program. Credit: 3 hours. *This course is offered in an online format.*

### **NSG 301 - Health Assessment**

This course examines holistic health assessment of culturally diverse clients across the lifespan. This course includes comprehensive health assessment and communication of health assessment findings. The course engages students in clinical reasoning to safely and accurately perform a health assessment. Pre and/or Co-requisite: NSG300. Credit: 3 hours. *This course is offered in an online format.*

### **NSG 302 - Coping with Loss and Grief**

This course focuses on the integration of patient centered holistic practice. The emphasis is to explore best practices across the continuum of growth and development and psychosocial nursing to improve the healthcare outcomes of patients, and families coping with loss, death, grief and chronic illness. Prerequisite and/or Co-requisites: NSG300. Credit: 3 hours. *This course is offered in an online format.*

### **NSG 303 - Nursing Leadership and Management**

This course focuses upon the concepts of nursing leadership and management essential to effectively lead individuals, groups and organizations. This course includes principles of group dynamics, organizational behavior, concepts of conflict management, change theory and basic management functions. Prerequisite: NSG300. Pre and/or Co-requisite: ENG 302. Credit: 3 hours. *This course is offered in an online format.*

### **NSG 305 - Health Policy**

This course emphasizes the relationship between the role of the nurse as social advocate, the politics of healthcare and the impact of these on the nursing profession. Topics will explore the roles of government, bureaucratic agencies, organizations, consumers and health care providers in the shaping, development and implementation of health policy. Prerequisite: NSG300. Credit: 3 hours. *This course is offered in an online format.* Spring.

### **NSG 313 - Nursing Informatics**

This course explores the utilization of informatics in nursing practice and its role in delivering safe and quality care. The course integrates nursing science with computer technology and information science to identify, gather, process and manage information. Prerequisites: ENG302, NSG300. Credit: 3 hours. *This course is offered in an online format.*

### **NSG 403 - Current Issues in Nursing**

This course focuses on translating current evidence into clinical practice. Current evidence is addressed by incorporating and applying knowledge of nursing ethical and legal principles and healthcare policy to contemporary issues in professional nursing and healthcare. Prerequisites: NSG313. Credit: 3 hours. *This course is offered in an online format.*

### **NSG 406 - Quality and Safety Issues in Nursing**

This course focuses on the knowledge, skills, and attitudes needed to assure quality patient-centered care provided through interdisciplinary collaborative care. The course will explore the impact of

national patient quality and safety initiatives from regulatory agencies and organizations and examine current contemporary issues in professional nursing and healthcare. Prerequisites: BUS 310, NSG313. Credit: 3 hours. *This course is offered in an online format.* Summer I.

### **NSG 407 - Nursing Research**

This course will utilize prior knowledge of inquiry and introduce the nursing research process, theory and methods for making informed decisions in nursing practice. The aim of this course is to promote the role of the nurse as a consumer of research and evidence-based practice. This course expands upon the role of the nurse as an advocate of evidence-based research through the utilization of health information technology. Prerequisites: NSG 313, MAT 201. Credit: 3 hours. *This course is offered in an online format.* Fall.

### **NSG 410 - Health and Populations and Service Learning Project**

This course focuses on nursing management of culturally diverse individuals, families, and aggregates within communities. There is an emphasis on health-promotion, risk reduction, population-based care and epidemiology. The practicum experience in the course provides the student the opportunity to gain additional theoretical knowledge and to apply community health nursing concepts and principles. Learning experiences are individualized and guided by selected preceptor and course faculty. Prerequisites: NSG313. Credit: 4 hours. (3 hours theory, 1 hours clinical). *This course is web-based and clinical.* Spring.

### **NSG 411 – Transitions in Care**

This course builds on the recognition that the patient or designee is the source of control and full partner in providing compassionate and coordinated care. The focus is to provide the opportunity to collaborate with case managers, navigators, and the inter-professional team across the continuum of care. Prerequisites: NSG313, NSG410. Credit: 3 hours. *This course is offered in an online format.* Fall.

## **NUTRITION**

### **NTR210 – Nutrition Across the Lifespan**

Nutrition is the study of how nutrients and food components function at molecular, cellular, and whole-body levels to impact human health and disease. Nutritional requirements and related health concerns of pregnant and lactating women, infants, children, adults and geriatric population are studied in relation to the physiological and metabolic aspects of pregnancy, lactation, growth and development, maintenance of health, prevention of disease, and aging. Credit: 3 hours. *This course is offered in an on-line format.* Spring.

## **OCCUPATIONAL THERAPY**

### **OCT 510 - Foundations for Occupational Therapy**

This course will familiarize students with the history of the profession, the theories and models of practice, and the clinical reasoning concepts that provide a foundation for the practice of occupational therapy. The meaning of occupation for the promotion of health and wellness, and the application of the *Occupational Therapy Practice Framework: Domain and Process*, 3<sup>rd</sup> ed. will be related to current and emerging trends in the profession. Pre-requisites: Admission into the Occupational Therapy Program; Interdisciplinary Health Studies baccalaureate students must first complete all leadership and general education courses. Credit: 3 hours. *This course will be offered in hybrid format.* Fall.

### **OCT 520 - Occupation Development through the Lifespan**

This course will relate the developmental stages through the lifespan with participation in occupation and influences of contextual factors. The implications of physical and psychosocial conditions on engagement of occupation will be examined and related to the conceptual framework for the practice of occupational therapy. Pre-requisites: OCT 510. Credit: 3 hours. *This course will be offered in hybrid format.* Spring.

### **OCT 530 - Occupational Therapy in Health Care**

This course will emphasize the importance of evidence-based practice and documentation to demonstrate efficacy of the profession and promote its role in the future of healthcare. An understanding of health policies, professional ethics, and inter-professional collaboration will be emphasized as students develop the skills to assume supervisory and leadership roles in rehabilitation settings and in healthcare. Pre-requisites: OCT 510. Credit: 3 hours. *This course will be offered in hybrid format.* Spring.

### **OCT 610 - OT Assessment and Intervention for Pediatrics through Adolescence**

This course will focus on preparing students for clinical practice with pediatric and adolescent populations. Through case scenarios, students will learn how to assess the impact of common conditions on performance skills and participation in occupations, and plan best practice intervention strategies appropriate for the setting and context. Implications of relevant legislation mandates, referrals, use of technology and splinting, and current trends in emerging strategies will be explored. Pre-requisites: BIO 520, BIO 530, BIO 540, OCT 520. Co-requisites: OCT 620, OCT 650. Credit: 4 hours. *This course will be offered in hybrid format.* Summer.

### **OCT 615 - Level I Fieldwork # 1**

This course provides the opportunity for students to integrate the didactic learning experiences with clinical practice for the pediatric to adolescent population under the supervision of a licensed occupational therapist or other qualified professional. Students will coordinate with the Academic Fieldwork Coordinator to arrange a fieldwork placement in a type of setting and/or area of focus other than their primary employment to maximize the learning experience. Particular emphasis is placed on development of professional behaviors, clinical reasoning skills and application of occupational therapy principles through guided reflection, written assignments, and online discussions. At least one of the two Level I Fieldworks must focus on the psychosocial factors that influence client participation. Pre-requisites: OCT 520, OCT 530. Credit 1 credit hour. *This course will be in online and clinical format.* Summer.

### **OCT 620 - OT Services for Pediatrics through Adolescence**

In this course students will gain an understanding of the legislation, documentation, and billing requirements to support occupational therapy services for the pediatric and adolescent populations in traditional and emerging areas of practice. Students will explore the use of community resources and inter-professional collaboration to promote engagement in occupation while planning provision of services. Pre-requisites: OCT 520, OCT 530. Co-requisites: OCT 610, OCT 650. Credit: 3 hours. *This course will be offered in hybrid format.* Summer.

### **OCT 630 - OT Assessment and Intervention for Adults through Geriatrics**

This course will focus on preparing students for clinical practice with adult and geriatric populations. Through case scenarios, students will learn how to assess the impact of common conditions on performance skills and participation in occupations, and plan best practice intervention strategies appropriate for the setting and context. Implications of relevant legislation mandates, referrals, use of technology and splinting, and emerging trends in healthcare will be explored. Pre-requisites: BIO 520, BIO 530, BIO 540, OCT 520, OCT 650. Co-requisites: OCT 640, OCT 670. Credit: 4 hours. *This course will be offered in hybrid format.* Fall.



### **OCT 640 - OT Services for Adults through Geriatrics**

In this course students will gain an understanding of the legislation, documentation, and billing requirements to support occupational therapy services for the adult and geriatric populations in traditional and emerging areas of practice. Students will explore the use of community resources and inter-professional collaboration to promote engagement in occupation while planning for provision of services. Pre-requisites: OCT 520, OCT 530, OCT 650. Co-requisites: OCT 630, OCT 670. Credit: 3 hours. *This course will be offered in hybrid format.* Fall.

### **OCT 645 - Level I Fieldwork # 2**

This course provides the opportunity for students to integrate the didactic learning experiences with clinical practice for the adult to geriatric population under the supervision of a licensed occupational therapist or other qualified professional. Students will coordinate with the Academic Fieldwork Coordinator to arrange a fieldwork placement in a type of setting and/or area of focus other than their primary employment to maximize the learning experience. Particular emphasis is placed on development of professional behaviors, clinical reasoning skills and application of occupational therapy principles through guided reflection, written assignments, and online discussions. At least one of the two Level I Fieldworks must focus on the psychosocial factors that influence client participation. Pre-requisites: OCT 520, OCT 530. Credit: 1 credit hour. *This course will be in online and clinical format.* Fall.

### **OCT 650 - Therapeutic Adaptations in Occupational Therapy**

This course will examine the theoretical principles and assessment process of technology and environmental adaptations to enhance occupational performance for individuals with physical, sensory, and cognitive dysfunctions. Simple to complex technology and adaptations will be explored as students apply the process for assessing, selecting, funding, training, and following up in case scenarios. Pre-requisites: OCT 520, OCT 530. Co-requisites: OCT 610, OCT 620. Credit: 3 hours. *This course will be offered in hybrid format.* Summer.

### **OCT 660 - MOT Capstone I**

In MOT Capstone I, students will complete the first phase of a Master of Occupational Therapy program capstone project, a culminating scholarly project intended to advance the student's professional skills in a specific area of interest. For MOT Capstone I, students will create a project proposal and literature review in preparation for completion of the project in MOT Capstone II the following semester. Pre-requisite: IHS 510, OCT 530. Credit: 1 hour. *This course will be offered in online format.* Fall.

### **OCT 670 - Therapeutic Modalities in Occupational Therapy**

This course will provide a foundation for the use of therapeutic modalities to promote performance skills and engagement in occupations. The theoretical principles, clinical application, and documentation for thermal and electrical agents, the design and fabrication of splints, and use of orthotics and prosthetics will be related to occupational therapy intervention case scenarios. Pre-requisites: OCT 530. Co-requisites: OCT 630, OCT 640. Credit: 3 hours. *This course will be offered in hybrid format.* Fall.

### **OCT 680 - MOT Capstone II**

In this course students will complete their capstone project under the guidance of their assigned faculty advisor. The capstone is a culminating project of the Master of Occupational Therapy program intended to advance the student's professional skills in a specific area of interest. The project is expected to synthesize the knowledge, reflective practice, and skills developed during the MOT program, and reflect scholarly practice. Students will present their capstone project to the Occupational Therapy faculty. Pre-requisite: OCT 660. Credit: 1 hour. *This course will be offered in online format.* Spring.

### **OCT 685 - Level II Fieldwork # 1**

This is the first of two in-depth clinical experiences designed to transition students to entry-level occupational therapists. Under the supervision of a licensed occupational therapist, students will further develop professional behaviors, clinical reasoning, and clinical skills to provide occupational therapy intervention services in a traditional or emerging area of practice. Students will be required to complete 12 weeks of full-time (40 hours/week) fieldwork and demonstrate entry-level competencies appropriate for the assigned fieldwork setting, and participate in online discussions to enhance professional development. Fieldwork assignments will be determined in collaboration with the Academic Fieldwork Coordinator. Pre-requisites: Successful completion of all OT courses and general education requirements. Credit: 11 hours. Spring.

### **OCT 695 - Level II Fieldwork # 2**

This is the second in-depth clinical experience for students to gain the entry-level occupational therapist skills for a different population and/or type of setting. Under the supervision of a licensed occupational therapist, students will implement the professional behaviors, clinical reasoning, and clinical skills to provide occupational therapy intervention services for the population in a second traditional or emerging area of practice. Students will be required to complete 12 weeks of full-time (40 hours/week) fieldwork and demonstrate entry-level competencies appropriate for the assigned fieldwork setting, and participate in online discussions to enhance professional development. Fieldwork assignments will be determined in collaboration with the Academic Fieldwork Coordinator. Pre-requisites: OCT 685. Credit: 11 hours. Summer.

## **OCCUPATIONAL THERAPY ASSISTANT (OTA)**

### **OTA 110 - Introduction to Occupational Therapy**

This course presents a comprehensive overview of the Occupational Therapy profession, various settings, medical conditions, and populations with which COTAs work. Topics discussed include the history and philosophy of Occupational Therapy, the Occupational Therapy Practice Framework: Domain and Process, role delineation of the OTR and COTA, and professional organizations. The roles of the multidisciplinary team are introduced as well as basic legal and ethical principles. The course explores the delivery of holistic intervention, evidence based practice and documentation. Credit: 2 hours. Fall.

### **OTA 115 - Level I Fieldwork #1**

This course introduces students to the profession of occupational therapy in a clinical setting. Students develop professional behaviors while interacting with rehabilitation staff and participating in client interventions. Through guided observations and documentation, students will relate new learning skills central to the academic curriculum. Credit: 1 hour. Fall.

### **OTA 120 - Activity Analysis: Application to Occupation**

This course is designed to guide students in basic skills with activity analysis, and adaptations and gradation skills for a variety of disabilities. Basic and instrumental activities of daily living tasks, therapeutic exercise, and crafts are used to increase the student's working knowledge and application of the Occupational Therapy Practice Framework: Domain and Process as applied to activity analysis. The importance of client-centered, purposeful, and meaningful intervention is emphasized. Credit: 3 hours (2 hours theory, 1 hour lab). Fall.

### **OTA 130 – Fundamentals of Occupations**

This course includes assessment of body functions and performance skills in relation to client performance and engagement in all areas of occupation. Health and wellness and health promotion are emphasized. Laboratory sessions provide basic instruction and hands-on experience in therapeutic assessment and intervention skills. Students collaboratively use critical thinking and problem solving to design assistive technology with a focus on client use. The course also examines the *Americans with Disabilities Act*, driving, and community mobility. Pre-requisite: OTA 120. Credit: 3 hours (2 hours theory, 1 hour lab). Spring.

### **OTA 140 - Adult Physical Conditions**

This course focuses on the major diagnostic categories seen in adult physical rehabilitation with an emphasis on theoretical models, treatment techniques and interventions, and documentation. Healthcare disparities among various populations will be explored. Students will fabricate static thermoplastic splints/orthotics with an understanding of appropriate use and design. Pre-requisite: OTA 120. Credit: 3 hours (2 hours theory, 1 hour lab). Spring.

### **OTA 145 - Level I Fieldwork #2**

This course is a fieldwork experience for occupational therapy intervention of clients with psychosocial dysfunction, chronic illness, and difficulties encountered in the aging process. Students experience direct hands-on clinical applications of the academic curriculum in various community settings while refining skills in observation, professional behaviors, activity analysis, client-centered intervention, cultural awareness, clinical reasoning, documentation and multidisciplinary team collaboration. Pre-requisites: OTA 115. Co-requisites: None. Credit: 1 hour. Spring.

### **OTA 150 - Pediatrics in Occupational Therapy**

In this course students will gain the knowledge of typical pediatric development, as well as pediatric medical conditions and their impact on development relative to the practice of occupational therapy. The laws governing rehabilitation and the settings in which occupational therapy services are provided will be explored. Theoretical frames of reference for occupational therapy assessment and intervention strategies as they apply to common pediatric conditions will be introduced. Pre-requisites: OTA 130, OTA 140, OTA 145. Credit: 3 hours. Summer I.

### **OTA 160 - Kinesiology**

This course will explore the analysis of functional tasks, and gross and fine motor muscle function. A strong emphasis is placed on the upper body with a focus on bony prominences, prime movers, movements, bones, innervations, actions, origins, and insertions. The Occupational Therapy Practice Framework: Domain and Process and use of scholarly works will be incorporated in classroom and learning experiences. Pre-requisite: OTA 150. Credit: 3 hours. *This course is offered in a hybrid format.* Summer II.

### **OTA 170 - Professional Behaviors for the OTA**

This course builds upon and expands knowledge gained from prior OTA Level I Fieldwork, clinical, and lab classes. Emphasis will be placed on enhancing professional behaviors such as collaboration, observation, critical thinking, self-reflection, therapeutic use of self, and professional identity and cultural competence. Classroom experiences are designed to develop professional communication skills with interviewing, electronic portfolio construction, multicultural awareness and culturally sensitive response strategies to facilitate student growth as a healthcare professional. Students will apply Occupational Therapy theory and professional skills in their 15-hour direct service learning experience in a community or camp setting. Pre-requisite: OTA 150. Co-requisite: OTA 160. Credit: 1 hour. *This course is offered in a hybrid format.* Summer II.

### **OTA 200 - Pediatric Therapeutic Intervention**

This course builds upon and expands skills developed in OTA 150 with an emphasis on assessment, reevaluation, supervisory relationships, treatment planning and intervention. Students will learn to assess performance skills, and develop and implement intervention plans appropriate for the pediatric populations commonly receiving occupational therapy services. Students will also discuss current trends in literature drive practice. Pre-requisites: OTA 160, OTA 170. Credit: 2 hours. Fall.

**OTA 210 - Mental Health Concepts & Techniques for the Occupational Therapy Assistant** This course fosters the development of OTA knowledge related to mental health concepts. Theoretical principles used in psychiatric practice, the DSM V diagnostic classification system, current psychosocial treatment methods, appropriate patient treatment intervention, and documentation are emphasized in this course. Pre-requisites: OTA 160, OTA 170. Credit: 2 hours. Fall.

### **OTA 215 - Level I Fieldwork #3**

This course expands the student's clinical experience in occupational therapy intervention with adult and/or pediatric conditions. Observation and clinical reasoning skills are enhanced through guided assignments applying the *Occupational Therapy Framework Domain and Process* in the practical setting. Students continue to develop professional behaviors, documentation skills, and experience OTR and COTA role delineation. Pre-requisites: OTA 145. Co-requisite: None. Credit: 1 hour. Fall.

### **OTA 220 - Adult Therapeutic Intervention**

In this course the student learns to administer various standardized and non-standardized assessments allowed under the supervision of an OTR. The focus is on occupation-based practice in the areas of basic and instrumental activities of daily living, sensory systems, functional movement patterns, cognition, and visual perceptual skills. Students also relate patient/client performance to therapeutic treatment goals, identify the necessary changes as needed, and modify treatment plans. Students will continue to gain knowledge of professional ethics, documentation, behavior, OTR/COTA role delineation, and current and future practice. Pre-requisites: OTA 160, OTA 170. Credit: 3 hours (2 hours theory, 1 hour lab). Fall.

### **OTA 240 - Level II Fieldwork #1**

This is the first of two full time (40 hours per week), eight week clinical experiences designed to facilitate the transition from student to entry level occupational therapy assistant practitioner. Level II Fieldwork # 1 continues the educational process by providing students with in-depth experiences to apply acquired knowledge and skills to delivery of occupational therapy services under the supervision of an assigned Fieldwork Educator. Upon completion of this course each student will demonstrate entry-level competence as an occupational therapy assistant in the type of setting and with the population in which they are assigned. Pre requisite: Successful completion of all courses in the Occupational Therapy Assistant degree curriculum. Credit: 6 hours. Spring.

### **OTA 260 - Level II Fieldwork #2**

This course is the second full-time (40 hours per week), eight-week clinical experience designed to prepare students for transition to entry level occupational therapy assistant practitioner under the supervision of an assigned Fieldwork Educator. Level II Fieldwork # 2 continues the fieldwork educational process for in-depth experiences applying acquired knowledge and skills to delivery of occupational therapy services in an alternate setting and different population from the first Level II Fieldwork. Upon completion of this course each student will demonstrate entry-level competence as an occupational therapy assistant within the type of setting and the population in which they are assigned. Pre requisite: Successful completion of all courses in the Occupational Therapy Assistant degree curriculum. Credit: 6 hours. Spring.

## PHARMACY TECHNOLOGY (PHT)

### **PHT 110 – Introduction to Pharmacy**

This course introduces students to the roles and responsibilities of the pharmacy technician in general and in various pharmacy settings. Emphasis is placed on the complementary role of pharmacists and technicians and the national and state pharmacy laws and rules that influence pharmacy practice. Topics include pharmacy ethics, new drug development, drug distribution, drug information resources, and the history of pharmacy. Credit: 3 hours. *Online*. Fall.

### **PHT 120 – Pharmacy Practice I**

This course provides instruction in the technical procedures for preparing non-compounded and non-sterile compounded medications for distribution in the hospital and retail settings under supervision of a registered pharmacist. Topics include drug packaging and labeling, preparation of non-sterile compounded products, controlled substance procedures, processing prescription medication orders, medication safety, communication techniques, and inventory control. Emphasis will be placed on quality assurance procedures the prevention of medication errors. Co-requisite: PHT120L. Credit: 3 hours. *Online*. Fall.

### **PHT 120L - Pharmacy Practice I Lab**

Pharmacy practice skills and knowledge obtained from PHT 120 will be developed through guided practice simulations including non-sterile compounding, drug packaging and labeling, controlled substance inventory management, interpreting prescription and medication orders, customer service and communication. Emphasis will be placed on medication error prevention and quality assurance procedures. Co-requisite: PHT120. Credit: 1 hour. *Weekly on-campus lab attendance required*. Fall.

### **PHT 130 – Pharmaceutical Calculations**

This course introduces the metric, avoirdupois, apothecary, and household systems of measurement and calculations used during the course of patient care. Students will learn to apply mathematical calculations in the context of medication dosing, compounding, reconstitution, and inventory management. The course also includes common business calculations, inventory applications, and data collection. Credit: 3 hours. *This course is offered in an online format*. Fall.

### **PHT 140 – Principles of Sterile Product Preparation**

This course provides instruction about intravenous admixture preparation and other sterile products with special regard to USP 797 regulations. Students will learn about proper aseptic technique, “clean room” requirements, equipment, supplies utilized in admixture preparation and quality assurance. After learning aseptic technique, students will be taught how to read orders and select a medication, calculate the dose, reconstitute the drug, and prepare the final product. Attention will also be given to total parenteral nutrition (TPN) production, correct disposal of wasted drug, and chemotherapy preparation and precautions. Pre-requisite: PHT130. Co-requisite: PHT 140L. Credit: 3 hours. *This course is offered in an online format*. Spring.

### **PHT 140L – Principles of Sterile Product Preparation Lab**

Aseptic technique and skills learned in PHT140 will be developed through guided practice simulations including interpretation of parenteral medication orders, care and cleaning of cleanroom supplies and equipment, pharmaceutical calculations, drug reconstitution, and preparation of sterile products. Pre-requisite: PHT130. Co-requisite: PHT140. Credit: 1 hour. *Weekly on-campus lab attendance required*. Spring.

### **PHT 150 – Pharmacology for Technicians I**

This course will introduce the concept of pharmacotherapeutics applied to different disease states and be organized by organ systems. Students will learn the classifications, use, and side effects of prescription medications, nonprescription medications, and alternative therapies commonly used to treat diseases affecting the nervous and musculoskeletal system, and the eyes, ears, nose and throat. Bioavailability, routes of administration, and dosage forms of related medications will also be discussed. Prerequisite: BIO163. Credit: 4 hours. *This course is offered in an online format.* Spring.

### **PHT 165 – Community and Home Care Pharmacy**

This course provides an in-depth study of both retail and home care practice. Through a synchronized progression of online lecture content and clinical experiences in a retail or home care environment, students will learn patient/customer communication, general knowledge of over-the-counter products, prescription processing, drug preparation and dispensing, business/inventory management, durable medical equipment, and specialty patient services. Credit: 6 hours. (3 hours theory, 3 hours clinical). *This course is web-based and clinical.* Spring.

### **PHT 210 – Pharmacology for Technicians II**

This course will introduce students to the classifications, use, and side effects of prescription medications, nonprescription medications, and alternative therapies commonly used to treat diseases affecting the cardiovascular, gastrointestinal, respiratory, urinary, endocrine, immunological, and integumentary systems. Bioavailability, routes of administration, and dosage forms of related medications will also be discussed. Pre-requisite: PHT150. Credit: 4 hours. *This course is offered in an online format.* Summer.

### **PHT 225 – Acute Care Pharmacy**

This course provides an in-depth study of hospital pharmacy practice. Through a synchronized progression of online lecture content and clinical experiences in an acute care environment, students will learn hospital organizational structure, drug delivery systems, automated technologies, purchasing and inventory control, patient medication reconciliation, patient interview techniques, and intravenous admixture preparation. Long-term care facilities will also be discussed during this course. Credit: 6 hours. (3 hours theory, 3 hours clinical). *This course is web-based and clinical.* Summer.

### **PHT 240 – Pharmacy Professional Applications**

This course is a reading-intensive course in which students will use critical thinking to integrate and apply the information gained in other courses of the program. Students will review journal articles and read assigned books that focus on current events, legal/ethical issues, and leadership and management concepts. Through assigned readings and a research paper, students will gain an understanding of the impact an evolving pharmaceutical industry has on society and vice versa. Employability skills and interviewing techniques will also be emphasized during the course. Credit: 3 hours. *This course is offered in an online format.* Fall.

### **PHT 245 – Applied Pharmacy Practice**

This course consists of a clinical pharmacy practicum experience combined with an online lecture component for enhanced development of critical thinking, professional communication, and problem-solving skills. In the practicum setting, students shall exhibit their commitment to the profession by demonstrating and documenting their understanding of pharmacy operations, dispensing procedures, compounding, safety procedures, computer and automation operations, patient account management, and utilization of references. The online component consists of case study analysis, discussion of current issues in pharmacy practice, as well as, the application of performance improvement strategies to pharmacy procedures. Pre-requisites: PHT 140, PHT 165, PHT 210, PHT 225. Credit: 8 hours (3 hours theory, 5 hours clinical). *This course is web-based and clinical.* Spring.

## **PSYCHOLOGY (PSY)**

### **PSY 101 – General Psychology**

This course is an introduction to the scientific study of mental processes and behavior of humans and other animals. The student will learn, understand and apply basic psychological principles. Emphasis is placed on increasing the understanding of the science of human behavior, learning theory, personality development, abnormal behavior, and social behavior. Credit: 3 hours. *This course may be offered in a hybrid and/or on-line format.* Fall, Spring.

### **PSY 150 – Human Growth and Development**

This course will provide a study of the principles, processes and theories of human growth and development across the life span, from conception through old age. Emphasis will be placed on intellectual, physical, social and religious dimensions; transitional life tasks, and faulty biological, psychological, and sociological development. Prerequisite: PSY101. Credit: 3 hours. *This course may be offered in a hybrid and/or on-line format.* Fall, Spring, Full Summer.

### **PSY 210 - Abnormal Psychology**

This course is a comprehensive study of the major conceptualizations in psychopathology. The course 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: PSY101. Credit: 3 hours. Fall.

## **RELIGION (REL)**

### **REL 210 – World Religions**

This course introduces the world's major religious traditions. Topics include primal religions, Hinduism, Buddhism, Islam, Judaism, and Christianity. Upon completion, students should be able to identify the origins, history, beliefs, and practices of the religions studied. Credit: 3 hours. *This course may be offered in a hybrid and/or on-line format.* Summer I, Fall.

## **SOCIOLOGY (SOC)**

### **SOC 101 – Introduction to Sociology**

This course gives the student a broad overview of the science of sociology. Students will learn the major theoretical components that form sociology. Upon completion of this class students know the main theories of sociology and be able to relate sociological concepts to real world experiences. Credit: 3 hours. *This course may be offered in a hybrid and/or on-line format.* Fall – On campus, Spring - Online.

### **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. Prerequisite: SOC101. Credit 3 hours. Spring.

### **SOC 313 - Issues in Diversity**

This course examines comparisons of diverse roles, interests, opportunities, contributions, and experiences in social life. Topics include race, ethnicity, gender, sexual orientation, class, and religion. Upon completion, students will be able to analyze how cultural and ethnic differences evolve and how they affect personality development, values, and tolerance. Credit: 3 hours. *This course may be offered in a hybrid and/or on-line format.* Fall. Spring.

### **SOC 320 – Sociology of Health and Illness**

This course will investigate health practices from a cross-cultural perspective and explain how and why particular social arrangements affect the types and distribution of diseases. This course explores social factors including, but not limited to, class, gender, race, and age and the impact of sociological factors on susceptibility to disease, attitude about illness, and access to health care. Health care access and organization will also be addressed. *This course may be offered in a hybrid and/or on-line format.* Credit: 3 hours. Spring.

## **SPANISH (SPA)**

### **SPA 201 – Introduction to Hispanic Culture and Language for the Healthcare Professional**

Spanish 201 is an introduction to the Hispanic culture and basic Spanish language skills. This course will enhance students' cultural competence and communication skills for interacting with Hispanic clients. The course explores cultural aspects (family structure, food, music, folklore, history and traditions) as well as health care customs and disparities within the Hispanic communities in the U.S. The course presents basic Spanish skills for written and oral communications used during health assessment and client teaching. Credit: 3 hours. *This course may be offered in a hybrid and/or on-line format.* Spring.

## **SURGICAL TECHNOLOGY (SRG)**

### **SRG 111 - Introduction to Surgery**

This course introduces students to fundamental operating room principles, techniques, and skills. Students are oriented to the surgical environment, professional roles, moral/legal/ethical responsibilities, and medical communications used in surgical technology. Topics discussed include historical development, surgical asepsis, sterilization and disinfection, perioperative case management, and microbiology as relative to wound healing and infection and surgical pathology. Basic principles of electricity and physics are included to help familiarize the students in robotics and laser use. Co-requisites: BIO100, BIO163, ENG101, SRG115. Credit: 4 hours. Fall.

### **SRG 115 - Fundamental Perioperative Techniques**

This course introduces students to the operating room environment. Fundamental perioperative techniques and skills will be discussed. Students are oriented to the surgical environment, professional job roles, and sterile technique. Students will develop basic knowledge of equipment and instrumentation used in surgical technology. The clinical application of surgical asepsis, sterilization and disinfection, and perioperative case management is developed through guided observation and interaction. The student will gain the knowledge of wound closure, preparation of supplies, gowning and gloving and operative techniques. Co-requisites: BIO100, BIO163, ENG101, SRG111. Credit: 4 hours. Fall.



**SRG 121 - Surgical Procedures I**

This course provides theoretical principles for the successful preparation, performance, and completion of basic and intermediate surgical procedures. Emphasis is placed on related surgical anatomy, pathology, and procedures that enhance theoretical knowledge of perioperative patient care. Core and specialty surgical procedures related to general, OB/GYN, genitourinary, orthopedic, and ophthalmic surgical specialties are discussed. Also included is surgical pharmacology, diagnostic procedures, care of specimens and emergency procedures. Pre-requisites: SRG111, SRG115. Co-requisites: BIO190, PSY101, SRG125. Credit: 4 hours. Spring.

**SRG 125 - Surgical Clinical I**

This course provides an in-depth study of clinical practices as they pertain to successful preparation, performance, and completion of core and specialty surgical procedures. Emphasis is placed on the safe use of instruments, equipment, and supplies in basic surgical preparation. Also included is surgical pharmacology, care of specimens and emergency procedures. This course provides operating room experience in affiliating medical centers under the supervision of the instructor and operating room nurse educator. Pre-requisites: SRG111, SRG115. Co-requisites: BIO190, PSY101, SRG 121. Credit: 5 hours. Spring.

**SRG 131 - Surgical Procedures II**

This course instructs the student in the principles and theoretical knowledge required to prepare and assist in procedures for otorhinolaryngology, oral, plastics and reconstructive surgery, neurological and cardiac/thoracic specialties. Areas such as burns and pathology as they apply to surgery are covered as well as the care of the surgical patient preoperatively, intraoperatively, and postoperatively. Pre-requisites: SRG121, SRG125. Co-requisites: SRG135. Credit: 3 hours. Summer I.

**SRG 135- Surgical Clinical II**

This course provides operating room experience to enhance the student's understanding of the principles and skills required to assist in surgical procedures for otorhinolaryngology, oral, plastics and reconstructive surgery, neurological and cardiothoracic specialties. Focus is directed on independent role assumption and the ability to function as a member of the sterile surgical team during advanced surgical interventions. Prerequisites: SRG121, SRG125. Co-requisite: SRG131. Credit: 3 hours. Summer I.

**SRG 211 - Advanced Surgical Practice**

This course is designed to provide individualized experience in the advanced surgical role including a focus on managerial skills to the associate degree level student. Emphasis is placed on developing and demonstrating proficiency in skills necessary for advanced practice in complex surgical specialties and management. Upon completion, students will be able to assume leadership roles in a chosen specialty area. Prerequisite: Successful completion of all courses in the Surgical Technology Diploma Program curriculum. Credit: 3 hours. Fall, Summer II

**SRG 221 - Surgical Capstone**

This course is designed to provide the associate degree level surgical technologist an opportunity to apply the surgical technology competencies acquired in the core courses to a surgical technology project in a specialty area of surgical practice. This project will represent a compilation of the student's experience in a clinical setting, performing the duties of a scrubbed technologist and healthcare leader. Students will create an advanced surgical research project exploring the interaction of all healthcare professionals involved in optimal patient outcomes. Pre-requisite: Successful completion of all courses in the Associate Degree Surgical Technology curriculum. Credit: 3 hours. Spring, Summer II

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