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**Carolinan College of Health Sciences
CATALOG AND STUDENT HANDBOOK**

CAROLINAS COLLEGE OF HEALTH SCIENCES

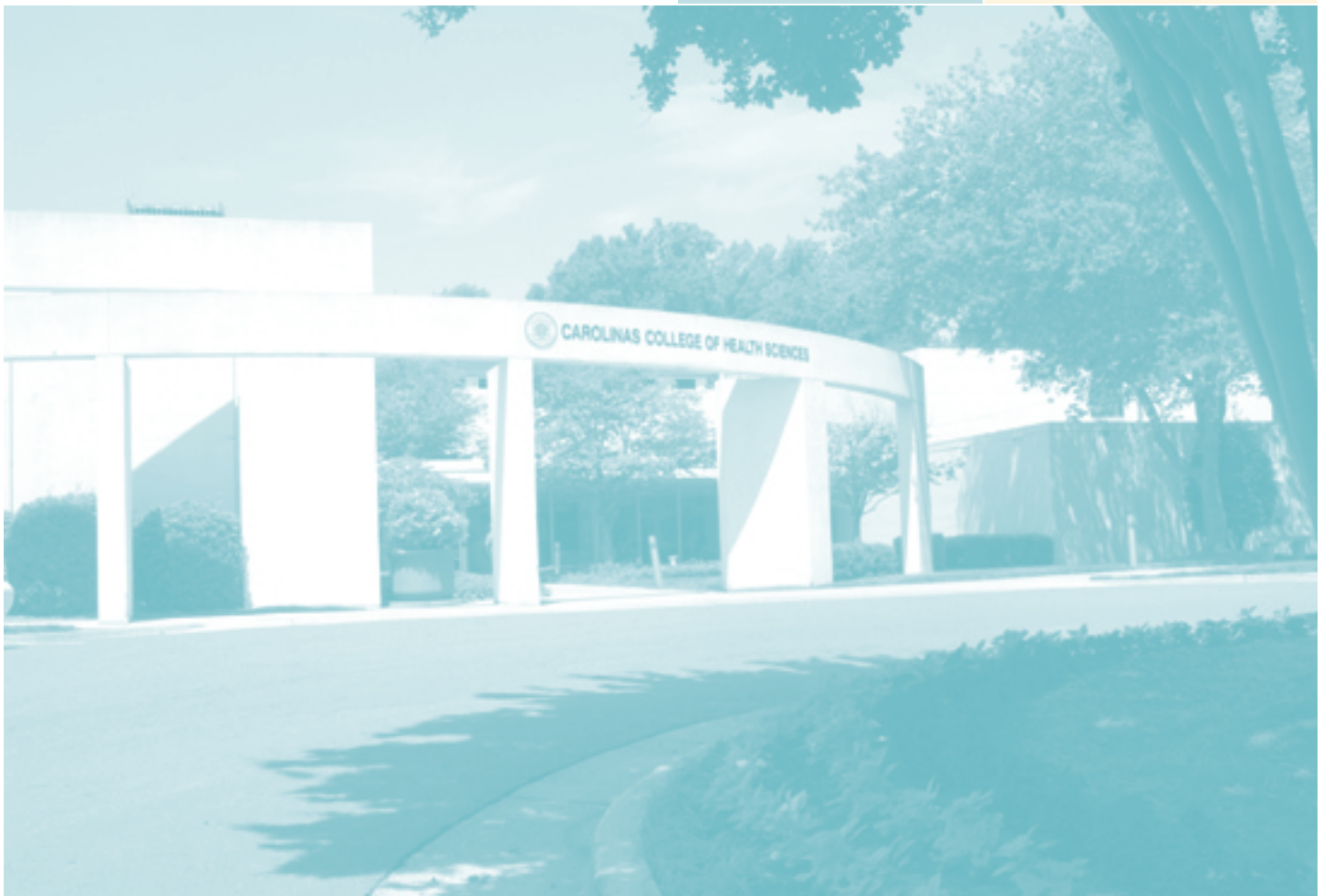
ACADEMIC CALENDAR

The Medical Technology calendar can be found on page 35.
The Emergency Medical Sciences calendar can be found on page 38.

	2007-08	2008-09
Fall Semester		
New Student Orientation	Aug 13-14	Aug 18-19
Full Fall Classes & Fall I Classes Begin	Aug 20	Aug 25
Registration/Drop Add Ends	Aug 24	Aug 29
Holiday – College Closed	Sep 3	Sep 1
Fall I Midterm	Sep 12	Sep 17
Fall I Classes Ends	Oct 5	Oct 10
Fall I Final Exams	Oct 8-10	Oct 13-15
Fall Break – No Classes	Oct 15-16	Oct 20-21
Full Fall Midterm	Oct 16	Oct 21
Fall II Classes Begin	Oct 17	Oct 22
Spring Course Schedule Published	Nov 5	Nov 3
Fall II Midterm	Nov 9	Nov 14
Spring Early Registration	Nov 26-30	Nov 17-21
Holiday – No Classes	Nov 21	Nov 26
Holiday – College Closed	Nov 22-23	Nov 27-28
Spring General Education Registration Opens	Dec 3	Dec 1
Full Fall & Fall II Classes End	Dec 8	Dec 13
Full Fall & Fall II Final Exams	Dec 10-14	Dec 15-19
Fall Graduation	Dec 14	Dec 19
Holiday – College Closed	Dec 24-25	Dec 25-26
Spring Semester		
Holiday – College Closed	Jan 1	Jan 1
New Student Orientation	Jan 7-8	Jan 5-6
Full Spring Classes & Spring I Classes Begin	Jan 14	Jan 12
Registration/Drop Add Ends	Jan 18	Jan 16
Holiday – No Classes	Jan 21	Jan 19
Spring I Midterm	Feb 6	Feb 4
Spring I Classes Ends	Feb 29	Feb 27
Spring I Final Exams	Mar 3-5	Mar 2-4
Spring Break – No Classes	Mar 10-14	Mar 9-13
Full Spring Midterm	Mar 11	Mar 10
Spring II Classes Begin	Mar 17	Mar 16
Summer Course Schedule Published	Mar 17	Mar 16
Summer Early Registration	Mar 31-Apr 4	Mar 30-Apr 3
Spring II Midterm	Apr 9	Apr 8
Holiday – College Closed	Mar 21	Apr 10
Summer General Education Registration Opens	Apr 14	Apr 13
Full Spring & Spring II Classes End	May 3	May 2
Full Spring & Spring II Final Exams	May 5-9	May 4-8
Spring Graduation	May 9	May 8

Summer Semester

New Student Orientation	May 15-16	May 14-15
Full Summer & Seven-Week Classes Begin	May 19	May 18
Registration/Drop Add Ends	May 23	May 22
Holiday – No Classes	May 26	May 25
Fall Course Schedule Published	Jun 2	Jun 1
Fall Early Registration	Jun 16-20	Jun 15-19
Seven-Week Midterm	Jun 11	Jun 10
Full Summer Midterm	Jun 18	Jun 17
Holiday – College Closed	Jul 4	Jul 3
Seven-Week Classes End	Jul 3	Jul 2
Fall General Education Registration Opens	Jul 14	Jul 13
Seven-Week Classes Final Exams	Jul 7-9	Jul 6-8
Summer Classes End	Aug 4	Aug 3
Summer Final Exams	Aug 5-8	Aug 4-7



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ABOUT THIS CATALOG

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

This catalog/student handbook is not a guarantee of courses, programs or services offered by the College. Wording may differ from actual policy, please consult the policy for further details or visit student services. The information contained herein is informational and subject to change.



ACCREDITATION

Carolinus College of Health Sciences is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award the Associate of Applied Science degree. The College also offers diploma and certificate-level educational programs.

Commission on Colleges, Southern Association of Colleges and Schools
1866 Southern Lane
Decatur, GA 30033-4097
404-679-4500
www.sacscoc.org

The Emergency Medical Sciences program is approved by the North Carolina Office of Emergency Medical Services.

The Medical Technology program and the Phlebotomy program are accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)
8410 W. Bryn Mahr Ave., Suite 670
Chicago, IL 60631
773-714-8880

The Nursing program is approved by the North Carolina Board of Nursing and accredited by the National League for Nursing Accrediting Commission (NLNAC)
61 Broadway
New York, NY 10006
212-363-5555

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

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

The College is also approved by the North Carolina Board of Nursing, the North Carolina State Approving Agency for Veterans Benefits, and the North Carolina Division of Facility Services.

AFFILIATIONS

American Association of Collegiate Registrars and Admissions Officers

American Association of Community Colleges

American College Personnel Association

American Health Sciences Education Consortium

Association for Institutional Research

Carolinus Association of Collegiate Registrars and Admissions Officers

Charlotte Area Education Consortium

Council for the Advancement and Support of Education

Council for Higher Education Accreditation

National Association of College and University Business Officers

National Association of Collegiate Admission Counseling

National Association of Emergency Medical Services Educators

National Association of Emergency Medical Technicians

National Association of Student Financial Aid Administrators

National Association of Student Personnel Administrators

National League for Nursing

National Student Nurse Association Sustaining Member

Southern Association of Collegiate Registrars and Admissions Officers

Southern Association of Community, Junior, and Technical Colleges

ABOUT THE COLLEGE

Carolinas College admits qualified applicants without regard to race, color, religion, sex, age, national origin, disability, military status or any other basis prohibited by law. Concerns or inquiries regarding the application of Title IX regulations may be directed to the dean of student services. The College does not discriminate in the administration of educational policies, admission policies, financial aid policies and other college administered programs.

Carolinas College is in compliance with the Cleary Act of the Higher Education Act of 1965. The campus security policy and campus crime statistics are available from the dean of student services. The College is in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act and students or applicants with a qualified disability may contact the dean of student services for more information.

VISION

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

CORE VALUES

- Caring
- Commitment
- Integrity
- Teamwork

MISSION AND GOALS

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

The College is committed to:

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

OUTCOMES

The college maintains specific objectives and measures for each of the above goals. These outcomes are available on the College website.

TREE OF LIFE

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



HISTORY OF THE COLLEGE

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

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

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

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

In July 1996, the board of directors approved the school to do business as Carolinus College of Health Sciences (CCHS) and to expand its mission to include allied health as well as nursing programs. The existing Schools of Radiologic Technology and Surgical Technology joined CCHS in August 1996, and the School of Medical Technology joined CCHS in January 1997. Previously, these were hospital-based programs at Carolinas Medical Center (the School of Surgical Technology operated from 1958 to 1980 and reopened in 1992). In 1999, the first students were admitted to the Nurse Aide I and Phlebotomy Programs, and in 2003 emergency medicine came to CCHS when paramedic programs were first offered.

FACILITIES AND SERVICES

Bookstore

The College contracts with an online bookstore as a service to students, faculty and staff. Textbooks, supplies and course-related materials are available. In addition, the College contracts with an online provider of college logo items.

Computer Lab

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

Skills/Simulation Lab

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

AHEC Library and Information Resource Center

The AHEC Library and IRC serves as the library for the College and provides areas for research and quiet study. Students also have access to the AHEC Digital Library for online research and reference materials. Hours of operation are available in the library.

Food Service

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

Student E-Mail

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



ADMISSION TO THE COLLEGE

Carolinus College of Health Sciences seeks applicants who, on the basis of supportive data and in the judgment of the admission, progression, and graduation (APG) committee, appear to be able to complete an educational program offered by the College. Generally, admission to all programs is competitive with the most qualified applicants offered the limited number of spaces.

General Admission Requirements

Applicants to Carolinas College of Health Sciences must meet certain criteria to be considered for admission. Having been charged or convicted of certain misdemeanors or felonies may make the applicant ineligible for admission or for licensure/certification. Applicants known to be in default on a student loan or who owe money to the College will not be considered for admission. Applicants determined to be ineligible for rehire by Carolinas HealthCare System will not be considered for admission.

Due to limited resources in supporting international students and a focus on providing healthcare practitioners for the Charlotte metropolitan area, the College will not authorize requests for temporary or student visas. Proof of legal residency may be required.

Home schooled applicants may be required to submit additional materials such as standardized test results or additional course work.

Conditional Admission Requirements by Program

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

Emergency Medical Sciences

- Recommendation to enter the program by Medic Supervisory Personnel (Medic Academy Program only) or interview with program faculty.
- Current EMT Basic certification in North Carolina.
- Successful completion of an entrance exam assessing basic reading comprehension and English language writing skills at a post-secondary level and math skills at a high-school level or proficiency of writing and math skills via approved coursework.
- Current North Carolinas driver's license

Applicants with a current, unencumbered EMT-P certification with significant patient contact hours at the paramedic level may apply to complete 29 hours of EMS and general education courses for an associate of applied science degree.

Medical Technology

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

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

A time restriction of five years applies to courses in immunology, microbiology, organic chemistry and biochemistry. Individual situations will be evaluated by the program director.

Nursing

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

Applicants with a current, unencumbered LPN license may apply to the nursing program. Applicants must meet all requirements listed above and those accepted will receive 9 semester hours of credit for the NUR 101 course as well as the NUR 100 course. Prior to enrollment, successful completion of BIO 101 and MAT 101 is required.

Applicants wishing to transfer nursing courses to Carolinas College may apply to the nursing program and must meet all requirements listed above. The most recent nursing course must have been completed within one year and applicants must not have been unsuccessful in 2 or more nursing curriculum courses or unsuccessful in the same course twice. Prior to enrollment, successful completion of NUR 100, BIO 101, and MAT 101 is required. Additional courses may be required.

Pre-nursing students with an overall GPA of 3.25 in the following four courses will receive guaranteed admission to the nursing program: BIO 101 & 102, MAT 101, and IDS 102 (or NUR 100). For the purpose of guaranteed admission, only the first attempt for each of these courses will be used to calculate the GPA.

Pre-Nursing

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

Radiologic Technology

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

Surgical Technology

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



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

Final Admission Requirements

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

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

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

In addition to the above requirements, individual program requirements are listed below:

- Applicants for EMS, Nursing, Radiologic Technology, and Surgical Technology must submit documentation of current Basic Life Support for Healthcare Providers certification from an approved American Heart Association course with an expiration date on or after one year of study.
- Applicants for Nursing, Pre-nursing, Radiologic Technology and Surgical Technology must submit official transcripts demonstrating completion of required prerequisite courses with a "C" or better. Grades in AP, IB or honors courses will be considered individually. High school-level algebra, biology, and chemistry are required for Nursing and Radiologic Technology. High school-level biology is required for Pre-nursing and Surgical Technology.
- Applicants for Nursing must submit verification of completion of a Nurse Aide I course or an approved equivalency. Verification of clinical experience either during training or in a work environment is required.
- Applicants for Nursing must complete the reading and math sections of the Nurse Entrance Test (NET) at the high school level.
- Applicants for Radiologic Technology must complete the Introduction to Healthcare course offered at Carolinas College or an approved equivalency.
- Applicants to the Pre-Nursing program seeking guaranteed admission to nursing must verify compliance with all essential functions of the nursing program.
- Applicants for Medical Technology will be tested for color blindness at orientation.

Admission to General Education Courses

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

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

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

Admission to Continuing Education Programs

To enroll in continuing education programs at Carolinas College on a space-available basis, most programs require a registration form and submission of tuition to register. Several programs require applicants to submit a college application, full tuition and other necessary items required for each program as listed below. In addition, applicants must be eligible for rehire and clinical placement in a CHS facility.

Nurse Aide

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

Nurse Aide II

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

Background requirements may be waived upon request for applicants currently working for CHS.

Phlebotomy

- Official transcript from graduating high school or equivalent. Minimum high school GPA of 2.0.
- Locally-administered assessment test (this test may be taken only twice per calendar year) or official transcripts indicating completion of a baccalaureate degree.
- Signed background disclosure form.

Readmission Process

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

Applicants for readmission into the first term of a program will be considered with new applicants and therefore should apply by the new student application deadline for maximum consideration. After one year from the date of withdrawal or if substantial program or course changes have occurred, the student must complete the entire application package and restart the program at the beginning. Applicants for readmission known to be in default on a student loan or owing money to the College will not be considered for readmission nor will those ineligible for rehire by Carolinas HealthCare System.

A student may be readmitted to a program only once. Applications for readmission are reviewed by the Admission, Progression, and Graduation (APG) Committee, with decisions based on the following:

- interview with the APG Committee, if requested.
- academic and clinical experience at the College.
- actions taken to remedy problems that interfered with prior success, if relevant.
- anticipated probability of success upon reentry.
- space availability.



Additional aspects of progression and readmission are addressed in program-specific sections of this catalog.

Transfer and Advanced Standing Credit

The College recognizes knowledge and competence attained through formal, non-formal, and nontraditional approaches to learning. All advanced standing credit will be considered transfer credit, will not earn a grade, and will not be used to compute the grade point average. Comparable courses with grades of "C" or better from degree granting post-secondary institutions, Advanced Placement examinations, SAT scores, CLEP scores, and/or challenge examinations may be considered for credit. "Comparable courses" are those which are similar in breadth, depth, and content to those at Carolinus College and are taught by faculty with similar qualifications. Challenge testing is approved and administered through the office of the Provost according to established policies. Time limitations may apply for transfer credit. All transfer and advanced standing credit must be completed before beginning a program at the College.

A Medical Laboratory Technician who desires to upgrade to the Medical Technology Certification, can contact the University of North Carolina at Charlotte for credit evaluation toward the baccalaureate degree. The Medical Technology program may then offer an accelerated clinical experience, if applicable.

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

ESSENTIAL FUNCTIONS

The following are examples of activities which a student is required to perform in order to be successful in the specific program.

Emergency Medical Sciences, Nursing, Radiologic Technology, and Surgical Technology

- Critical thinking ability sufficient for clinical judgment; ability to organize responsibilities, identify cause–effect relationships and make decisions. Collect, organize and analyze data and clearly communicate in verbal and written form. Manage time and systemize actions to complete tasks.
- Interpersonal abilities sufficient to interact with individuals, families, and groups from a variety of social, emotional, cultural, and intellectual backgrounds. Ability to establish rapport with clients, families and healthcare team members.
- Communication abilities sufficient for interaction with clients, family, faculty, staff, physicians and other healthcare professionals in verbal and written form. Ability to effectively read and comprehend technical and professional materials and to follow oral and written instruction. Ability to initiate client education, to interpret and document client actions, and to initiate appropriate responses.
- Physical abilities sufficient to walk, bend, push, pull, lift, balance and maneuver in small places; maneuver heavy equipment; lift, carry and balance items weighing up to 50 lbs individually or additional weight with assistance; full range of body motion; gross and fine motor abilities sufficient to provide safe and effective care; endure long hours of standing, walking and sitting.
- Tactile, auditory, and visual acuity sufficient for physical assessment, to observe and monitor client responses, to perform palpation functions, to perform therapeutic interventions, and to interact in clinical, lab, and classroom environments.

Medical Technology

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

Nurse Aide I and II

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

Phlebotomy

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

FINANCIAL INFORMATION

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

College Tuition and Program Fees

Degree and diploma programs:	\$205
(per credit hour up to 15 credits)	
Medical Technology:	\$5000
(payable in thirds in Aug, Jan, & May)	
EMS Diploma Program:	\$250
(payable per semester)	

Non-Credit Tuition

Infusion Therapy:	\$50
Nurse Aide I:	\$400
Nurse Aide II:	\$600
Phlebotomy:	\$440
(additional \$65 for textbook)	
Phlebotomy Skills Update:	\$50
Community Training Center	
BCLS Heart Saver:	\$80
BCLS Healthcare Provider:	\$55
ACLS:	\$120
ACLS/BCLS/PALS Instructor:	\$165
Pediatric ALS:	\$120

College Fees

Application:	\$50
Admission Deposit:	\$100
Background Check:	\$40
ID Badge/Parking:	\$15
Activity (per semester):	\$25
Technology (per semester):	\$75
(\$25 for students enrolled in fewer than 6 credits)	
Graduation (final semester):	\$50
Late Registration:	\$25
Returned Check/NSF:	\$25

Additional Costs (approximate)

Texts/Supplies/Uniforms	
Medical Technology:	\$700
Beginning Nursing:	\$800
Intermediate Nursing:	\$200
Advanced Nursing:	\$100
Radiologic Technology Level 1	\$700
Radiologic Technology Level 2	\$200
Surgical Technology	\$300

Medical insurance is available on a per-semester basis payable directly to the insurance provider. See student services office for details.

Refund Policy

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

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

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

A separate refund policy will apply to Title IV Federal Aid. When a refund is due to a lender or the U.S. Government due to unearned financial aid, that amount will be deducted from any tuition refund owed to the student.

Financial Aid

The College administers financial aid without regard to race, national origin, religion, sex, age, or disability. The College offers both federal and non-federal aid to assist students in meeting educational expenses. Reasonable educational expenses include tuition and fees, room and board, books, supplies, transportation, miscellaneous personal expenses, expenses related to dependent care, etc.



Students enrolled in an approved program of study may be eligible for student aid programs:

- Pell Grant Program
- Family Educational Loan Program
- Stafford Loan
- Parent Loan for Undergraduate Students (PLUS)
- Supplemental Educational Opportunity Grant (SEOG)
- Work-Study Program

To determine eligibility for federal student aid funds, the financial circumstances of the student and/or family will be reviewed. This review takes into consideration the income and assets of the student and/or family, the number of persons in the household and the number in college, taxes paid, medical expenses, and other relevant factors. The guidelines expect the student to contribute to costs of attending college during the academic year based on the amount earned by the student and/or family the previous year. Scholarships and other awards from private sources are also considered.

If a student receiving federal financial aid funds withdraws from the college before the 60% point of the term, a portion of the awarded funds must be returned to the federal aid programs. The detailed policy for administering all financial aid can be found in the CCHS Financial Aid Handbook located in the business office.

Students may make application to non-federal sources of aid. Eligibility varies by program. Some non-federal sources of aid offered by the college include:

- CHS Student Loan Program – Carolinus HealthCare System makes available to eligible students a loan to finance 80% of tuition and fees up to a specified maximum loan amount when enrolled in a qualified program. Payment is deferred until the student leaves the program. If the graduate becomes employed at specified CHS facilities, a work repay option is available. For all others, a payment plan is offered. The Student Loan Program is available at the discretion of Carolinus HealthCare System and is taxed as income if the work repay option is used. Students who are ineligible for employment at a CHS facility may not participate in this loan.
- Scholarships – Funds from Carolinus HealthCare Foundation are made available in merit and need-based scholarships.
- Veterans Benefits – These benefits are for students enrolled in a qualified program and who are eligible for education assistance benefits from the U.S. Department of Veterans Affairs.

STUDENT SERVICES

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

Advisement

Students in a healthcare program and in pre-nursing are assigned an advisor upon acceptance to the College. Students may request an appointment any time questions arise during the educational program or for advising on course planning and registration. A minimum of two appointments per semester is expected.

Charlotte Area Educational Consortium

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

Counseling

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

Enrichment Workshops

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

Faculty Office Hours

Faculty and staff at Carolinas College maintain an open door policy. Office hours are posted on schedule sheets on most faculty office doors.

Housing

Carolinas College offers student housing in single-unit homes, duplexes, and apartments. Housing is available through CHS and managed by a local real estate management company.

Inclement Weather Procedures

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

Individuals with Disabilities

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



Mentor Program

In the two-year programs at Carolinas College, many second-year students serve as mentors for entering students.

Placement Services

The College is committed to assisting students and alumni in seeking employment and/or in continuing their education. Career counseling and assistance with placement paperwork are available. Students are encouraged to take advantage of workshops and other extracurricular offerings related to employment and continuing education.

Professional Liability Insurance

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

Registration and Course Scheduling

The registrar will generate and distribute copies of the schedule to all students and the registration process will begin approximately 90 days prior to the first day of classes each semester. To be considered registered for a subsequent semester, students must complete a registration form, meet with their advisor for guidance and to obtain a signature, and return the form during registration week to the registrar. A course for which credit has not been awarded prior to the start of the first semester of enrollment in a qualified program must be taken at CCHS.

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

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

Students will be counseled by their advisor if the change affects progress toward completion of the master curriculum plan. Section changes are considered drop/add transactions and are handled as such. No section changes of health care classes will be made without the approval of the program director/dean. General education section changes will be made upon approval of the involved faculty.

Safety

In the interest of safety and security for all students and personnel, students are expected to wear their name badge above the waist and clearly visible at all times when on campus, report unsafe conditions immediately, and wear appropriate personal protective equipment (PPE) as needed. New student orientation will include instruction on HIPAA, corporate compliance, blood-borne pathogens, fire safety, handling hazardous materials, reporting injuries or accidents and maintaining a safe environment. Annual continuing education is required of all two-year students.

Security

CHS Corporate Security is available to provide assistance with security issues and concerns at the College. Any student or personnel needing to report security problems should call dispatch at 5-3333 from an on-campus phone. To request an escort after hours or assistance with car troubles, call 5-2093.

Student Employment

During school hours, students in clinical experiences are under the supervision of faculty or preceptors and are not considered employees of the facility. Students may be employed in a clinical facility but this employment outside school hours is noncompulsory and will not count toward credit for graduation. The College assumes no responsibility for related work performed by students.

Student Newsletter

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

Transportation and Parking

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



STUDENT ORGANIZATIONS AND PARTICIPATION

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

College Committee Structure

Standing College committees provide a means for students to function in an effective, democratic manner in planning, implementing, and evaluating activities and programs within the College. Students are voting members on the following committees: Admission, Progression, and Graduation (APG); Nursing Curriculum; College Planning and Assessment; Quality Improvement; Learning Resources (LRC); Safety; Development; and Student Life.

Council of Student Leaders

The dean of student services convenes a meeting once each semester with all of the student leaders of the college including student organization officers and other leaders. This group serves to inform the dean on the current concerns, ideas, and issues facing the students.

Fundraising

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

Open Forums

The president holds monthly Open Forums with interested students for the purpose of enhancing the communication between the student body and the administration of the College.

Phi Theta Kappa

Phi Theta Kappa (PTK) is an international honor society founded to recognize and encourage scholarship among two-year college students. PTK provides opportunity for the development of leadership and service, for an intellectual climate for the exchange of ideas and ideals, for lively fellowship among scholars, and for stimulation of interest in continuing academic excellence. Membership criterion is a cumulative GPA of 3.25 or better after one semester of enrollment in a two-year program leading to an associate degree. Induction into the Beta Zeta Sigma Chapter of PTK occurs in the fall and spring semesters.

Student Government Association

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

Student Nurses' Association

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

STUDENT STANDARDS AND INFORMATION

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

Code of Student Conduct

CCHS students are expected to abide by College policies and state and local laws. When behavior violates one of these tenets, students can expect the College to respond deliberately and appropriately. The Code of Student Conduct serves as the basis for student behavior and places responsibility for abiding by this code on the student. Consistent with the mission of the College, the disciplinary process seeks to educate students about responsible and appropriate behavior. The following sections describe student rights and responsibilities, expected conduct, allegations and sanctions, and grievance procedures.

Student Rights and Responsibilities

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

Honor Code

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

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

HIPAA

Students who are enrolled in programs with a clinical component are required to comply with the Health Insurance Portability and Accountability Act (HIPAA) privacy regulations and related CHS policies and procedures (collectively, the "Privacy Standards"). Failure to comply with the HIPAA privacy standards will result in disciplinary action. The disciplinary action shall be based on the severity and context of the violation and is outlined in the college's policy and procedure manual.

Alcohol, Drug, and Tobacco Use

The use of drugs or alcohol during scheduled school hours or the possession of drugs or alcohol on campus will result in immediate dismissal. Furthermore, Carolinas College of Health Sciences, as a facility of Carolinas HealthCare System, is a tobacco-free environment. Tobacco use is not allowed on campus grounds or in campus buildings. Additionally, all drug or alcohol related charges or convictions must be reported to the Dean of Student Services within five days of the occurrence. Possession of illegal drugs off system property and drug or alcohol related charges and convictions will be treated as a positive drug test. Students dismissed due to drug or alcohol violations may not be readmitted earlier than one year from the semester in which dismissal occurred.

Following the initial baseline drug screen required of all new students, additional drug and alcohol tests may be conducted randomly or for cause to ensure compliance. Failure to comply with a request for drug or alcohol testing is treated as a positive test. A positive test may suspend clinical privileges which may negatively affect progress in the program. Students taking prescription and non-prescription drugs that may affect their ability to perform assigned duties must report this to the faculty member. Students with positive tests will be referred to Employee Health for case management. If a positive test is within the first 90 days of enrollment, the student will be dismissed. Otherwise, the student will be referred to the Employee Assistance Program (EAP) which will assess treatment needs and provide referrals. Students may be allowed to return to class and clinical based on cooperation and treatment assessment after consultation between Employee Health, EAP and the Dean of Student Services. A student who is allowed to return to class or clinical will be dismissed for a subsequent positive drug or alcohol test.

Psychological Impairment

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

Intimidation and Harassment

The College prohibits and will not tolerate acts of intimidation, sexual harassment, or abuse. Such behaviors violate the privacy and dignity of individuals and are a violation of federal and state laws. Intimidation includes, but is not limited to, any action or speech that causes another person to believe his or her personal safety or personal property may be at risk or harm.

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

Allegations and Sanctions

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

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

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

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

Student Grievance and Appeal

A student will not be subject to irresponsible treatment, procedural irregularity, arbitrary decisions, discrimination, or differential treatment. Students are encouraged to voice their concerns about all issues regarding the programs, classes, environment, and services at CCHS. Appropriate complaints/grievances include both verbal and written formats. Verbal complaints are considered less formal than written and may be expressed to any member of the staff or faculty. It is expected that staff and faculty alike will give appropriate attention to such grievances

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

When a student feels his/her student rights have been violated, or upon receipt of notification of dismissal, the student who wishes to appeal must send written notification to the president within seven work days. The student's written notification shall set forth the specific issues the student seeks to appeal. The services of an uninvolved member of the Student Services Department will be available to review the Student Grievance Policy with the student. The president will review the request for appeal and determine if the circumstances fall within the areas subject to appeal. The President shall inform the student in writing of whether the request for appeal is approved. If the request for appeal is approved, the president shall select the Appeal Review Committee and specify who will represent the College's action and notify all parties of the specific issue to be considered. The composition of the Committee shall include five persons who are not involved in the complaint consisting of the following:

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

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

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

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

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

- A tape recording or other record of the hearing shall be kept.
- The student will be responsible for supporting his/her challenge to the action by showing that the College demonstrated irresponsibility, procedural irregularity, arbitrary decision making, discrimination, differential treatment, or lack of factual basis for decisions.
- The College representative will present evidence in support of the College's action regarding the issues of appeal.

- Neither the student nor the College representative will be represented by an attorney in any phase of the hearing. The student and/or the College representative may consult with legal counsel in connection with preparation for the hearing.
- The Committee will afford the College representative and the student a full and complete hearing, allowing each to state positions related to the action taken. The chair will verify that both parties are satisfied that positions have been stated.
- The hearing will be of such duration as the Committee deems reasonable. At the completion of the presentation, the Committee will deliberate in closed session. The Committee may not recall either party.
- The decision of the Committee will be rendered within (5) business days after the completion of the hearing. The Chair of the Committee will inform the student, the College representative, the program director/dean, and the President of the decision in writing within one business day.
- All proceedings will be strictly confidential.
- In case of dismissal, the Committee has the authority to uphold or overturn the dismissal. The decision will be rendered by a majority of the Committee and will be final. In case of grievance of Student Rights, the Committee has the authority to determine whether or not a violation of rights has occurred and to make a recommendation regarding action to the President.

Community Standards and Information

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

Dress Code

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

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

Clean, white nurses' shoes or white leather style athletic shoes are required. No canvas or cloth style jogging shoes, no sandals or other open toe shoes and no heels higher than two inches. Plain white socks covering the ankles or white hosiery are to be worn at all times. Medical Technology students are not to wear clogs in the clinical setting.

Hair should be clean, neat and controlled and worn in a manner which does not interfere with job performance. Plain barrettes only; no hair bows. Males should be clean shaven; if beard or moustache is chosen, it must be clean and well groomed. Extremes in hairstyle and colors are not acceptable.



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

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

Communication Devices

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

Gifts

Employees of CCHS may not accept gifts or favors from students or clients. Students may not accept gifts from clients.

Health Screenings

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

Fire Procedures

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

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

ACADEMIC INFORMATION AND RECORDS

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

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

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

Credit Hours

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

Audit Policy

A student may request to audit a course or an audit may be prescribed. Audits are available only if space is available. Normal prerequisites apply. Tuition will be the same as those taking the course for credit and all pertinent fees and policies will apply. If auditing only a portion of a class, tuition is assessed according to a ratio determined by the director of business and finance. Auditing fees are not covered under the Carolinas HealthCare System Student Loan Program.

The auditor should attend class regularly and complete all course expectations (tests, examinations, discussions, etc.). No credit will be earned for an audit.

Course Syllabi

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

Attendance

The instructional work of the College is designed for class attendance and it is assumed that students will be present. Students who miss class, regardless of reason, will be responsible for the work of those periods. Specific course attendance requirements are identified in each course syllabus. A student may be withdrawn from a course by faculty when the student has exceeded the allowed hours of absenteeism.

Withdrawal from the College

Any student voluntarily leaving the College must complete a Withdrawal/Dismissal Form with the dean of student services or designee. A grade of "WF" (Withdrawal/ Failing) indicates a failing grade at the time of withdrawal. A "WP" (Withdrawal/Passing) indicates a passing grade at the time of withdrawal. Withdrawal during the last two weeks of a semester results in a final grade of "F." A student unable to appear in person may notify the dean of student services in writing.



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

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

The College may grant a Withdrawal/Leave of Absence to a student enrolled in a healthcare program for extended illness, jury duty, military activation, bereavement, or other extenuating circumstances restricting student attendance. For most purposes, a Withdrawal/Leave of Absence has the effect of a withdrawal (grades, loan repayment, forfeiture of student privileges) but students are guaranteed a place in the program upon return if all conditions are met. The Leave of Absence Request form is available from Student Services. To be considered for a Leave of Absence the applicant must be maintaining a grade of "C" or better in all classes and performing at a satisfactory level in clinical at the time of the request. Requests will be reviewed by the APG Committee. The length of the Leave of Absence will be determined on an individual basis. Students returning from an approved Leave of Absence are subject to all changes in policies, procedures, and curricula which occur during their absence.

Satisfactory Academic Progress and Progression

Students are expected to make acceptable academic progress toward completion of the master curriculum plan for each program and towards the grade point average (GPA) required for graduation or in the case of general education students, demonstration of reasonable ability to be successful in courses attempted. Acceptable academic progress is defined as maintaining a 2.0 ("C") or better cumulative grade point average. If a student has a cumulative GPA of less than 2.0, he/she will be provided one probationary semester, provided other progression requirements have been met.

At the end of the probationary semester, if the student's cumulative GPA remains below 2.0, he/she will be academically dismissed. A general education or pre-nursing student may be granted a second and final consecutive semester of academic probation provided his/her semester GPA during the first probationary semester is 3.0 or above.

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

Academic Dismissal

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

Administrative Dismissal

Students are expected to behave in a manner consistent with the expectations required of practicing professionals. A student will be administratively dismissed from the College when, after review by the APG Committee and in the judgment of the appropriate dean or provost, it is determined that the student:

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

Possession of firearms or weapons is grounds for immediate dismissal.

Attendance Dismissal

Students exceeding the maximum allowed absent days from class or clinical will be dismissed from the program by the appropriate dean/program director. Absent days can include both excused and unexcused absences. Attendance Dismissal will result in a final grade of "WF" (Withdrawal/Failing), or an "F" if dismissal occurs during the final two weeks of the semester.

Student Academic Records

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

Student files are kept in locked, fire-proof areas with limited access. Staff granted access are trained regarding the policies governing the handling and storage of student records. Directory information including name, address, telephone number, e-mail address, date of birth, dates of attendance, degree and awards received, and participation in organizations may be disclosed without the consent of the student. Students may request nondisclosure of directory information by completing a form available from the registrar. Requests for nondisclosure are valid for one year.



In response to a written request from the student, an official transcript will be issued to the designated institution or person provided that all financial obligations to the College have been met. The first copy of the transcript will be provided at no cost. A fee will be charged for each additional copy. Transcripts on file from other institutions will not be released.

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

Grading Policy

The College of Health Sciences uses a letter system of grading. Ranges for letter grades are determined by each program and are indicated on each course syllabus or in the program portion of this Catalog/Handbook. The lowest passing grade in any course in the curriculum is a letter grade of "C."

At the final course grade calculation, cumulative scores will be rounded off with the raw score of 0.50 being rounded up to the next whole number.

The "S" (Satisfactory) and "U" (Unsatisfactory) may be used as clinical/lab grades. An "S" in the clinical/lab component of the course results in the grade earned in theory for the course. A "U" results in a grade of "F" for the course.

An "I" (Incomplete) is a temporary grade and must be removed within the time period identified, not to exceed three months. Failure to do so results in a grade of "F." Grades of "I" must be removed prior to enrollment in courses that identify the incomplete course as a prerequisite.

A "P" (Pass) may be used in a non-graded, non-credit certificate program.

A "WP" (Withdrawal/Passing) indicates that the student had a passing grade at the time of withdrawal. "WF" (Withdrawal/Failing) indicates a failing grade at the time of withdrawal. Withdrawal during the last two weeks of the course results in a grade of "F."

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

The registrar will mail final course grades to all students at the end of each semester. Grades will not be given over the telephone.

Only an error in grade calculation is justification for change of a recorded grade. Special make-up work or an examination to change a grade already recorded is not permitted. Changes are communicated by the course coordinator or program director to the registrar. A student who believes there is a grade discrepancy should see the course coordinator or program director immediately.

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

Courses repeated at Carolinas College of Health Sciences will not accrue additional hours attempted. The last grade replaces the previous grade in computing the GPA; however, all entries remain a part of the student's permanent record. For guaranteed admission, all course attempts are considered.

Grade	Definition	Quality Points
A	Superior	4.0
B	Commendable	3.0
C	Satisfactory	2.0
D	Deficient, Non-passing	1.0
F	Fail, Non-passing	0.0
I	Incomplete	*
P	Pass	*
NS	No show	*
WP	Withdrawal/passing	*
WF	Withdrawal/failing	*
AU	Audit	*
R	Repeat	*
T	Transfer/testing credit	*

**Not used in computation of grade point average*

Dean's List and Academic Awards

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

Students achieving an overall GPA of 3.24 or higher will be recognized at the commencement exercise as graduating with honors of:

- Cum Laude 3.24-3.499
- Magna Cum Laude 3.50-3.749
- Summa Cum Laude 3.75-4.00

Additional scholastic, leadership, and performance-based awards may be presented as determined by the faculty and/or the program director/dean.

Graduation Requirements

Graduation ceremonies are listed on the academic calendar. All students receiving degrees, diplomas, or certificates are expected to attend the graduation exercises. Enrolled students who have maintained the highest scholastic averages are honored by being named graduation marshals. Programs that graduate students during the summer or at off-cycle times may have a graduation recognition event in place of a ceremony. These students will be invited to participate in the next scheduled ceremony.

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

Students graduating from a program of at least one year in length must demonstrate basic computer competency. Successful completion of a satisfactory computer course may satisfy this requirement or students can complete a computer competency assessment with a score of 80% or better. Proof of competency is required before the student can progress to his/her second semester.



ACADEMIC PROGRAMS

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

GENERAL EDUCATION

The general education component of the curricula supports the purpose of the College by opening doors to a broader understanding of society and self, as students develop into responsible professionals in the health sciences. These courses, coupled with the courses in the major, also help students develop competencies in reading, writing, oral communication, basic mathematical skills, and use of the computer.

General Education Courses

		Credits
BIO 100	Essentials of Anatomy and Physiology	4
BIO 101	Human Anatomy and Physiology I	4
BIO 102	Human Anatomy and Physiology II	4
BIO 103	Microbiology	4
ENG 101	English Composition	3
ENG 201	Introduction to Literature	3
HUM 201	Critical Thinking	3
IDS 100	Issues in Healthcare	3
IDS 102	Medical Terminology	2
IDS 103	Spanish for the Healthcare Provider	2
IDS 107	Complementary Therapies	1
IDS 202	Leadership Development	3
MAT 101	College Math	3
MAT 201	Elementary Statistics	3
PSY 101	General Psychology	3
PSY 102	Human Growth and Development	3
PSY 201	Abnormal Psychology	3
SOC 101	Introduction to Sociology	3

PRE-NURSING PROGRAM

The Pre-Nursing certificate program is designed for students who are considering a nursing career and who are planning to enter a two- or four-year nursing program. Graduates of this two-semester program will have completed a substantial portion of the required general education component of an associate degree nursing program.

Curriculum

The student pursues courses which transfer into the nursing program as required or elective courses. The recommended course load per semester is 12 hours. Each semester, the student typically schedules four credit hours in life/natural science; six to nine credit hours of social sciences, humanities, English and math; and two credit hours in interdisciplinary studies. Completion of the Pre-Nursing certificate program does not guarantee acceptance into the CCHS School of Nursing except as specified in the admissions section of this document. Students seeking guaranteed admission to the School of Nursing must complete the required courses within 3 consecutive terms.

First Semester		Credits
BIO 101	<i>Human Anatomy & Physiology I</i>	4
IDS 102	<i>Medical Terminology</i>	2
PSY 101	General Psychology	3
ENG 101	English Composition	3
Total First Semester12
Second Semester		Credits
BIO 102	<i>Human Anatomy & Physiology II</i>	4
MAT 101	<i>College Math</i>	3
PSY 102	Human Growth & Development	3
SOC 101	Introduction to Sociology	3
Total Second Semester13
Total25

Courses in italics are those required to earn guaranteed admission to the School of Nursing.



SCHOOL OF CLINICAL LABORATORY SCIENCES

In support of the mission of the College, the purpose of the Clinical Laboratory Science programs of study is to prepare graduates to function as providers of service in a clinical laboratory. Graduates are prepared to perform entry level laboratory skills in a variety of settings and to seek continuing education opportunities. The curriculum is designed to develop critical thinking skills by integrating theoretical concepts with clinical laboratory training. The Phlebotomist is qualified to obtain blood samples for diagnostic or therapeutic procedures. Graduates of both programs receive a certificate that is not contingent upon passing a certification or licensure exam.

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

Philosophy

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

Academic Calendar

New Student Orientation
 Program Orientation
 Classes Begins
 Holiday – College Closed
 Holiday – College Closed
 Winter Break
 Holiday – College Closed
 Holiday – College Closed
 Classes Resume
 Holiday – No Classes
 Holiday – College Closed
 Holiday – No Classes
 Holiday – No Classes
 Holiday – College Closed
 Final Exams
 Certificate Presentation/Awards ceremony

2007-2008	2008-2009
Aug 13-14	Aug 18-19
Aug 16-17	Aug 21-22
Aug 20	Aug 25
Sep 3	Sep 1
Nov 22-23	Nov 27-28
Dec 24-Jan 1	Dec 22-Jan 2
Dec 24-25	Dec 25-26
Jan 1	Jan 1
Jan 2	Jan 5
Jan 21	Jan 19
Mar 21	April 10
Mar 24	April 13
May 26	May 25
Jul 4	July 3
July 28	Aug 3
July 29	Aug 4

Professional Membership

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

Weekly Schedule

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

Attendance

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

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

All make-up time must be approved by the instructor and the program director.

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

Grading Policy

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

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

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

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

Testing Guidelines

All examinations and tests are property of the program. Students may use the tests for review at times and places designated by the faculty. In order to provide test security and enhance the testing environment, all test situations will be monitored. There will be no conversation during the testing period. The faculty will collect all remaining tests and answer sheets. No book bags or papers are allowed in the testing areas.

Certification

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

Master Curriculum Plan, Certificate in Medical Technology

		Contact Hours
MDT 001	Clinical Chemistry	359
MDT 002	Hematology/Coagulation/Clinical Microscopy	340
MDT 003	Immunohematology	250
MDT 004	Immunology/Molecular Pathology	152
MDT 005	Clinical Microbiology/Parasitology/TB-Mycolology	398
MDT 006	Special Studies	144
Total.....		1643

Certificate is awarded upon successful completion of program.

SCHOOL OF EMERGENCY MEDICAL SCIENCES

In support of the mission of the College, this curriculum is designed to prepare graduates to enter the workforce as paramedics. Additionally, the program can provide an associate degree for individuals desiring an opportunity for career enhancement. The course of study provides the student an opportunity to acquire basic and advanced life support knowledge and skills by utilizing classroom instruction, practical laboratory sessions, hospital clinical experience, and field internships with emergency medical service agencies. Students progressing through the program become eligible to apply for both state and national credentialing exams. Employment opportunities include ambulance services, fire and rescue agencies, air medical services, specialty areas of hospitals, industry, educational institutions, and government agencies.

Philosophy

The faculty believe that education, self confidence, teamwork and motivation are essential to the function and success of the paramedic student. To that end, the EMS Program supports the personal and professional development of all students enrolled in the programs by supporting adult education principles and adhering to the Oath of the Registered Emergency Medical Technician.

Academic Calendar

	2006-2007		2008
New Student Orientation	Sep 5	New Student Orientation	Jan 14
Classes Begins	Aug 21	Classes Begin	Jan 14
Holiday – College Closed	Sep 4	Holiday – No Classes	Jan 21
Fall Break	Oct 16-17	Spring Break	Mar 10-14
Program Hiatus	Oct 23	Holiday – College Closed	Mar 21
Program Resumes	Feb 13	Holiday – No Classes	May 26
Holiday – College Closed	Apr 6	Holiday – College Closed	Jul 4
Holiday – No Classes	May 28	Holiday – College Closed	Sep 1
Holiday – College Closed	Jul 4	Fall Break	Oct 20-21
Holiday – College Closed	Sep 3	Final Exams	Nov 20
Fall Break	Oct 15-16	Certificate Presentation and Awards Ceremony	Nov 21
Holiday – No Classes	Nov 21		
Holiday – College Closed	Nov 22-23		
Final Exams	Dec 13		
Graduation	Dec 14		

Student Performance Expectations

Clinical times will be announced in the related course syllabus. Internship times must be adhered to. Students should come prepared with all readings and assignments completed prior to class, and with the appropriate supplies.

Courtesy is expected at all times. Inappropriate behavior toward instructors, invited lecturers, guests, and other students will not be tolerated, and is grounds for discipline. All faculty, staff, equipment, patients, and family members at each of the affiliated institutions are to be treated with respect and courtesy.

Exams and quizzes are prescheduled; students arriving late may not be allowed to take the exam or quiz. A grade of zero may be recorded for the missed exam or quiz. A make-up exam of different style and/or greater difficulty will be allowed only in the case of documented medical illness, late MEDIC call or death in the immediate family. In the case of a missed exam, students must notify the course instructor prior to returning to class.

The dress code is in effect at all College events. There are separate dress codes for class, clinical rotations, and internship sessions that must be followed. Inappropriately dressed students may be dismissed from the class, clinical, or internship session. Opportunity to make up the missed session may not be available.

Program standards require 90 percent attendance. Students missing a class must notify the course instructor before start of class directly, or with a voice message stating your name, nature of the emergency, and contact phone number. Absence from class without timely notification is grounds for dismissal from the Paramedic Program.

Any student requiring help on a particular subject or wishing to discuss a particular case in depth may schedule an appointment with the instructor. Classroom time has been carefully planned to meet curriculum needs, and class time spent on lengthy discussions of related experiences should be limited. Instructor conferences may be scheduled by appointment.

Any misconduct, dress code violation, or tardiness will be managed as follows: 1st infraction: verbal warning; 2nd infraction: written warning; 3rd infraction: written warning and meeting with the EMS Program Director; 4th infraction: recommendation to the Admission, Progression and Graduation Committee for dismissal from the Program.

Clinical Activities

Any student-patient interaction that occurs as a result of the Paramedic Program must be supervised. No student may perform any intervention during a clinical rotation above the EMT-B level without the supervision of a medical professional approved by the EMS Program Director. Such persons include designated CMC physicians, nurses, respiratory therapists, physician assistants and EMS field training preceptors. During field internship, BLS and ALS procedures may be performed when the student is assigned to a field-training officer (FTO), crew chief, medical director or EMS Fellow. Advanced procedures include any intervention above EMT-Basic level. In selected instances, the medical director's designee may provide direct medical oversight to a paramedic student.

When working outside the Program's clinical rotations, the student is restricted by North Carolina State Law and may only practice at the level at which he/she is currently credentialed (i.e., EMT-B, EMT-I). If a student performs any procedure above his/her level, immediate dismissal with no re-entry may result.

Dress Code

In order to maintain a professional image, dress code guidelines are to be followed by all students at Carolinas Medical Center, CCHS, and EMS agencies. Any questions concerning these guidelines should be addressed to the EMS program director.

The standard clinical uniform consists of dark slacks, blue uniform shirt, white lab coat, ID tag and non-permeable black shoes. Dress navy / black pants must be similar to those worn by MEDIC. Basic Dress Uniform (BDU) pants with multiple pockets are not acceptable. A black belt must be worn. A light blue uniform shirt (similar to MEDIC) will be worn with the center patch and student rocker neatly sewn two inches from the seam on the left sleeve. Non-Center patches, EMT-B patches, pins or devices will not be placed on the uniform shirt.

The white lab coat is expected to be worn in all clinical areas (except OB). The student ID is to be placed on the left pocket. Non-Center patches, pins or devices will not be placed on the lab jacket. Under selected instances, a preceptor may temporarily waive the wearing of the lab coat (i.e., heat, trauma room participation). In this instance, the ID nametag will be worn on the left shirt pocket.

Black shoes or boots must be clean and of a non-porous material (e.g. leather or vinyl), closed toe, and of a rugged nature. Not acceptable are clogs, canvas shoes, and sandals. Uniforms must be clean, pressed, and in good repair. Two black pens, notepad, and a stethoscope should be brought to every clinical session. Hair should be neat and clean; secured and pulled back, if long (touching the shoulders). A student may be sent home from clinical in the event a preceptor ascertains the student does not project a neat, professional appearance.

Classroom

Clothing should be appropriate for a professional classroom setting. It should be clean, correctly sized, and in good repair. No cut, torn, tight-fitting, or revealing clothing may be worn. No bare midriffs.

No tank tops may be worn. No suggestive or vulgar slogans or pictures may be worn on clothing.

Shorts may be worn only in class, and only if they look professional and are long enough to come to two inches above the knee. Not acceptable are short shorts, cut-off denim shorts and umbros. Jeans may be worn only in class, and only if they are clean and in good repair. No shorts or jeans may be worn while wearing the ID badge, or while visiting a CHS facility or official student business.

No radios, telephones, voice/tone pagers, or other portable communications equipment may be brought to class, clinical rotations, or internship sessions.

Hats may not be worn while testing.

No smoking or use of other tobacco products is allowed during class. No extremely odorous gum.

Internship and Clinical Rotations

(See syllabus for uniform requirements)

Uniform requirements will be announced prior to clinical rotations and internship, and must be followed. Uniforms must be clean, pressed, and in good repair. Two black pens should be brought to every clinical and internship session.

Shoes or boots must be clean and of a non-porous material (e.g., leather or vinyl), closed toe, and of a rugged nature. Not acceptable: Clogs, canvas shoes, sandals.

Prior to clinical rotations and internship, student ID badges will be issued and must be worn at all clinical rotations, internship sessions and when on campus for any reason. Badges must be in good repair and worn above the waist; badges may not be altered in any way.

Hair should be neat and clean; secured and pulled back if long (touching the shoulders).

Grading Policy

To prepare students for professional credentialing examinations, the majority of the testing in the Paramedic Program will be multiple choice. BLS and ALS skills will be tested throughout the program with an approved scope of practice evaluation at regularly scheduled intervals. Other forms of evaluation used in each course of the program will be clearly explained in each course syllabus. Grades may be adjusted on certain tests after item analysis.

A = 93 - 100

B = 85 - 92

C = 77 - 84

D = 70 - 76

F = 69 & below



Licensure

Paramedic students are required to maintain all Basic Life Support (BLS) credentials required by the state of North Carolina in order to participate in and progress through the program. Failure to maintain EMT-B and/or CPR currency may be grounds for dismissal from the program. Most jurisdictions will accept paramedic education as fulfillment of the EMT-B didactic continuing education requirements. Students are encouraged to review with their respective EMS agencies specific re-credentialing requirements.

EMS Diploma Program

This program prepares graduates to enter the workforce as paramedics. The course of study teaches basic and advanced life support knowledge and skills utilizing classroom instruction, practical laboratory sessions, clinical experience and field internships. This program will follow the educational objectives as listed in the United States Department of Transportation NHTSA EMT-Paramedic National Standard Curriculum.

Associate of Applied Science Bridge Program

This program is designed to provide current certified paramedics the option to earn an associate of applied science degree. Students in this program will complete both general education requirements and advanced EMS courses.

Master Curriculum Plan – Emergency Medical Sciences Diploma

		Credits
EMS 110*	EMT Basic	7
EMS 111	Prehospital Environment	3
EMS 120	Intermediate Interventions	3
EMS 122	EMS Hospital Clinical I	1
EMS 130	Pharmacology I for EMS	2
EMS 131	Advanced Airway Management	2
EMS 140	Rescue Scene Management	2
EMS 150	Emergency Vehicles and EMS Communications	2
EMS 210	Advanced Patient Assessment	2
EMS 220	Cardiology	4
EMS 221	EMS Clinical Practicum II	3
EMS 231	EMS Clinical Practicum III	3
EMS 232	EMS Hospital Clinical II	2
EMS 240	Special Needs Patients	2
EMS 250	Advanced Medical Emergencies	3
EMS 260	Advanced Trauma Emergencies	2
EMS 270	Life Span Emergencies	3
EMS 285	EMS Capstone	2
BIO 100	Essentials of Anatomy & Physiology	4

Diploma Requirements

EMS	48
General Education (Biology)	4
Total52

* Students may receive credit for EMS 110 with a valid EMT-Basic license.

Master Curriculum Plan – EMS Paramedic to AAS Degree Bridge Program

The EMS Bridge Program provides current certified non-degree paramedics the opportunity to earn an Associate of Applied Science degree. Once admitted, the student is awarded 42 credit hours* towards the degree.

First Semester

		Credits
EMS 280	EMT Bridging Course	3
EMS 150	Emergency Vehicles & EMS Communications	2
BIO 101	Human Anatomy & Physiology I	4
PSY 101	General Psychology	3
ENG 101	English Composition	3

Total First Semester **15**

Second Semester

		Credits
EMS 140	Rescue Scene Management	2
EMS 285	EMS Capstone	2
EMS 235	EMS Management	3
BIO 102	Human Anatomy & Physiology II	4
HUM 202	Critical Thinking	3

Total Second Semester **14**

Degree Requirements

EMS*	54
General Education (Biology, English, Psychology, Philosophy)	17
Total	71

* Includes 43 credit hours for paramedic licensure which typically includes:
 EMS 110; EMS 111; EMS 120; EMS 122; EMS 130; EMS 131; EMS 210;
 EMS 220; EMS 221; EMS 231; EMS 232; EMS 240; EMS 250; EMS 260;
 EMS 270

SCHOOL OF NURSING

In support of the College Mission, the nursing program of study prepares graduates to practice entry level nursing according to the core components of nursing practice as outlined by the National League for Nursing, in a variety of healthcare settings. The core components and competencies include: professional behaviors, communication, assessment, clinical decision making, caring interventions, teaching and learning, collaboration, and managing care. Additionally, the School of Nursing adheres to the core values adopted by Carolinas HealthCare System of caring, commitment, integrity, and teamwork.

Philosophy

We, the faculty, believe that the person is a holistic individual who is a member of a family and an integral part of society. Each person is a unique bio-psycho-social-cultural-spiritual being with intrinsic dignity and worth. Each person has human needs that motivate responses to the environment. The person is responsible and accountable for his/her own actions which result from choices that have unique meaning to the person.

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

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

Nursing is a caring profession that uses a holistic approach. A framework of assessment, planning, intervention, and evaluation of outcomes is used to promote, facilitate, restore, and maintain optimal health for individuals and their families. Nursing is a scholarly profession with its own body of knowledge supported and communicated through research and informatics. Nursing draws support from the natural and social sciences, economics, and the arts and humanities to enhance clinical decision making to assist a diverse population in reaching optimal health and coping with the eventualities of life and death.

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

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

Education is a continuous process through which learners develop knowledge, attitude, and skills resulting in cognitive, affective, and psychomotor changes. Learning results from the individual's active participation and intrinsic motivation to strive for excellence. We believe the learning process is facilitated when it progresses from simple to complex and concrete to abstract. Learning builds upon previous knowledge with concurrent application and is goal directed. Faculty and students are equal partners in the educational process based on trust, support, caring and respect.

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

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

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

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

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

Organizing Framework

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

The organizing framework contains the following core components and competencies:

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

Clinical Activities and Facilities

Students are assigned to clinical groups to provide a variety of experiences, to provide consistency, and to promote achievement of clinical objectives. Assignments may include evening and weekend hours and community settings. Students will be required to maintain current CPR credentials as required by the college and current immunizations and PPD.

The following are the major clinical facilities for the nursing program:

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

Clinical/Lab Attendance

Clinical/Lab experiences are provided each semester to allow students the opportunity to correlate theory with client care. Students are expected to attend all laboratory and clinical experiences in order to satisfactorily achieve clinical objectives. Students may jeopardize their ability to successfully pass clinical if they are not present and on time for clinical experiences. Promptness and attendance are expected.

Students are expected to arrive in the clinical area at the designated time in full uniform. In order to be permitted to remain in the clinical area, the student must comply with the clinical dress code policy. Notification of clinical absences or tardiness is mandatory. The clinical area or instructor must be notified at least one hour in advance of an absence. Leaving prior to the end of clinical schedule counts as absent time.

In order to be approved for clinical release time for attending student conventions/meetings, the student must:

- have a grade average of “C” or better in the theory portion of the current nursing class, and
- currently have a “satisfactory” in the clinical component, and
- not have an ongoing Action Plan in effect, and
- submit the request for clinical release time to the level/course coordinator at least two weeks prior to the scheduled trip.

Clinical Assignments/Preparations

The clinical schedule/rotation will be posted for each course. Specific assignments to groups are made to provide the student a variety of experiences in a variety of settings. Clinical assignments will be posted using only a client’s initials in order to ensure privacy. Students are expected to prepare for clinical assignments as stated in the course syllabus. Students who are not properly prepared will not be permitted to remain in the clinical area.

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

Competency Guidelines

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

- clearly demonstrate an understanding of the principles and rationale related to the skill,
- accurately demonstrate how the skill is performed within a specified time frame, and
- while performing the skill, identify nursing responsibilities for the client.

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

Clinical Evaluation

A clinical evaluation tool is designed for each course and is used by the faculty and student to appraise the student's performance. Each student will receive weekly feedback, verbally and in writing. Self-evaluation by students is required. The clinical evaluation tool serves as a means for documenting strengths, weaknesses and progress of the student in meeting the clinical objectives. If the student is having difficulty or is unsatisfactory at any time, the faculty member and the student may develop an Action Plan. The Action Plan constitutes a contract for improvement. By the end of the course, each student must achieve a satisfactory in the clinical component of the course to be successful and progress. Satisfactory is defined as consistently demonstrating the identified behaviors in all components of the objectives. Following the evaluation conference, the clinical evaluation tool is signed by the student and faculty member. Signature of the student indicates that he/she has read the tool; it does not necessarily indicate agreement. The student has the option of writing additional comments.

Grading Policy

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

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

Testing Guidelines

In order to provide for test security and enhance the testing environment, the following guidelines will be used by nursing faculty. Additional specific requirements may be included in each course syllabus.

Test Administration

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

Student Responsibilities

Students who are unable to take a test during the scheduled time period will contact the Course faculty at least 1 hour prior to the testing start time. Exceptions to this may be made on an individual basis at the discretion of the faculty. Students may be given alternative tests if they are unable to take the test at the designated time.

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

Post Test Analysis

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

Test Review

Test reviews will be held to allow students the opportunity to review their performance. Following the test review, faculty are also available for individual appointments. After final course grades are submitted to the registrar, there will be no further review of any course tests/final exams by students.

Total Testing

The School of Nursing utilizes a Total Testing Program to enhance the students' educational process. The testing program is used to: decrease attrition rates, encourage critical thinking and use of nursing process, increase performance on NCLEX-RN, and validate the nursing curriculum against national norms. The testing program provides numerous practice tests for students to utilize as review and in preparing for these tests. Students are required to take a Comprehensive Achievement Profile (CAP) test at the end of each course. In order to progress to the next level, students must meet the required score, as designated in the course syllabus, for each test. Students who are unsuccessful on the tests will be given a remediation plan and may retake the test until the required score is met. Students who have met all the graduation requirements with the exception of passing the CAP test for NUR 202 will be allowed to walk in the graduation processional but will receive an empty diploma cover. In this case, the graduation date will be the date the student attains the designated score on this CAP test.

Nursing Progression

Students who are unsuccessful in a nursing course may repeat the course or progress to the next course based on space availability and faculty approval. Specific information for each level of nursing is indicated below:

- A student who is unsuccessful in Nursing 101 or any required co-requisite course may not progress in the nursing curriculum until that course is successfully repeated, but may remain enrolled as a pre-nursing student or may repeat the problematic class at the first available offering in which space is available.
- A student who is unsuccessful in an intermediate nursing course or a co-requisite class may automatically progress to the next course depending upon placement, space availability, and course offerings. Nursing students who are unsuccessful in a general education course may not progress if the course is a prerequisite for a course in the subsequent semester. General education courses are expected to be taken as prescribed in the nursing master curriculum plan with BIO 102 being a prerequisite to the third Intermediate Nursing course in sequence. All students must attend a professional organization meeting and complete the verification of specified clinical skills as listed in the syllabus in order to progress in to NUR 202.
- A student who is unsuccessful in NUR 202 may repeat the class at its next offering, provided space is available.
- In all instances above, the student must complete an "Intent to Progress" form and file it with the level coordinator. Students who complete an "Intent to Progress" form and are offered a space in a course may delay progression by no more than one nursing course. An additional voluntary waiver of progression results in program withdrawal. The nursing faculty will determine if the student is allowed to return to the next available class or if additional remedial time is needed prior to progressing.
- Students unsuccessful in two courses in the nursing master curriculum plan will be dismissed from the program with the option of applying for readmission. Two unsuccessful attempts of the same course will result in dismissal with no option to reapply. Students who have an outstanding financial obligation to the College will not be allowed to progress.

Nurse Aide II Certification

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

Licensure

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

Master Curriculum Plan, Associate of Applied Science in Nursing

First Semester, Beginning Level		Credits
NUR 101	Nursing Fundamentals	8
NUR 100	Nursing Medical Terminology	1
BIO 101	Human Anatomy & Physiology I	4
MAT 101	College Math	3
Total First Semester		16
Second Semester, Intermediate Level		
NUR 15*	Intermediate Nursing Course	4
NUR 15*	Intermediate Nursing Course	4
BIO 102	Human Anatomy & Physiology II	4
PSY 102	Human Growth & Development	3
Total Second Semester		15
Third Semester, Intermediate Level		
NUR 15*	Intermediate Nursing Course	4
BIO 103	Microbiology	4
PSY 101	General Psychology	3
Total Third Semester		11
Fourth Semester, Intermediate Level		
NUR 15*	Intermediate Nursing Course	4
NUR 15*	Intermediate Nursing Course	4
SOC 101	Introduction to Sociology	3
ENG 101	English Composition	3
Total Fourth Semester		14
Fifth Semester, Advanced Level		
NUR 202	Advanced Nursing	9
ENG 201	Introduction to Literature	3
	Elective	3
Total Fifth Semester		15
Degree Requirements		
	Nursing	37
	General Education (Biology, Math, Psychology, Sociology, English)	34
Total	71

* Curriculum varies according to start date.



LPN to ADN Option

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

SCHOOL OF RADIOLOGIC SCIENCES

Radiologic Technology is the health profession that deals with medical imaging in the diagnosis, assessment and treatment of disease. In support of the mission of the college, the Radiologic Technology Program of study prepares graduates who have a foundation in the performance of basic diagnostic imaging procedures. Graduates are prepared to practice entry-level diagnostic imaging procedures in a variety of settings and to develop as professionals in the various fields of the radiologic sciences.

Philosophy

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

We believe that the professional education of the student in radiologic sciences is dynamic and evolving, impacted by current and future trends in the environment, healthcare system and the economy.

Therefore, we provide a variety of experiences in multiple settings and opportunities for service and leadership.

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

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

Clinical Facilities

The following are the major clinical facilities for the program:

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

Other sites are added as appropriate.

Clinical/Lab Attendance

Clinical/Lab experiences are provided each semester to allow students the opportunity to correlate theory with the actual performance of radiologic imaging procedures. Students are expected to attend all scheduled assignments and are required to attend a minimum number of hours of clinical and lab each semester as specified in the syllabus. Attendance of less than the specified minimum will result in the student being withdrawn from the course and receiving a grade of "WF" or a grade of "F" if within the last two weeks of the course. The Clinical Coordinator/Course Faculty may make exceptions in extreme circumstances.

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

Clinical Assignments/Preparation

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

Competency Evaluation/Skills

For the student to be successful in the clinical setting, competency evaluation is required for specific imaging procedures and skills. There are core clinical competencies that all students must demonstrate to establish eligibility for graduation and ARRT certification. Competency/skills requirements are identified in the clinical handbook. Students must demonstrate competency in all 36 mandatory radiological procedures and 15 of the 30 elective procedures. At least 28 of the 36 mandatory radiological procedures must be demonstrated on actual patients. Electives may be demonstrated on actual patients or as simulations. The student will perform competency evaluations/skills under the direct supervision of a registered Radiologic Technologist. To ensure that each student is actively participating in radiographic examinations and obtaining educational experience beyond the core competencies, the student will be required to obtain a minimum number of competencies each semester in order to receive a satisfactory clinical score. The following student behaviors are necessary to be considered competent in an imaging procedure or skill:

- clearly demonstrate an understanding of the principles and rationale for performing the radiologic imaging procedure or skill.
- competently demonstrate how the radiologic imaging procedure or skill is performed within a specified time frame.
- while performing the radiologic imaging procedure or skill, identify patient care responsibilities such as communication, safety and legal and ethical issues.

Clinical Evaluation

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

If the student is having difficulty or is unsatisfactory at any time, the faculty member and the student will develop an Action Plan. The Action Plan constitutes a contract for improvement. By the end of the course, each student must achieve a satisfactory in the clinical component in order to progress. Satisfactory is defined as consistently



demonstrating the identified behaviors in all components of the objectives. Following the evaluation conference, the clinical summary form is signed by the student and faculty member. Signature of the student indicates that he/ she has read the summary; it does not necessarily indicate agreement. The student has the option of writing additional comments.

Supervision during Clinical Assignments

All medical imaging procedures will be performed under the direct supervision of a qualified radiographer until the student has achieved competency. Direct supervision means that a qualified radiographer:

- reviews the procedure in relation to the student's achievement,
- evaluates the condition of the patient in relation to the student's knowledge,
- is present during the conduct of the procedure, and
- reviews and approves the procedure.

Medical imaging procedures will be performed under indirect supervision after a student has demonstrated competency. Indirect supervision means that supervision is provided by a qualified radiographer immediately available to assist the student regardless of the level of student achievement.

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

Repeat Radiographs

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

Radiation Safety

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

Student Pregnancy Policy

If notice of voluntary disclosure of a potential pregnancy is presented to the program the Director will immediately arrange a counseling session with the Carolina HealthCare Radiation Safety Officer for:

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

The student will be required to read and sign a form attesting to the fact that the aforementioned information has been provided and that she has been given the opportunity to ask questions and provide input into the counseling session and that she understands that the level of risk associated with her clinical education is much less than that experienced by nearly all occupational groups.

Following the counseling session with the Carolinas HealthCare Radiation Safety Officer the student may elect to:

- Continue in the program without modifications to clinical education
- Apply for a leave of absence from the program with re-entry into the program following the CCHS Withdrawal Policy as listed in the Catalog/Student Handbook. Students who satisfy all requirements of the Leave of Absence Policy are guaranteed re-entry into the program. All information regarding a student's declared pregnancy will be held in strict confidence.

Grading Policy

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

- A = 95 - 100
- B = 88 - 94
- C = 80 - 87
- D = 70 - 79
- F = below 70

Testing Guidelines

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

Certification

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

Graduation Awards and Recognition

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

Master Curriculum Plan, Associate of Applied Science in Radiologic Technology

Fall Semester		Credits
RAD 110	Applied Radiography I	5
IDS 102	Medical Terminology	2
BIO 100	Essentials of Human Anatomy & Physiology	4
ENG 101	English Composition	3
Total Fall Semester		14

Spring Semester

RAD 111	Applied Radiography II	6
RAD 112	Imaging I	3
HUM 201	Critical Thinking	3

Total Spring Semester **12**

Summer Semester

RAD 113	Applied Radiography III	3
RAD 114	Imaging II	4
SOC 101	Introduction to Sociology	3

Total Summer Semester **10**

Fall Semester, Second Year

RAD 210	Applied Radiography IV	6
RAD 212	Imaging III	4
IDS 103	Spanish for the Health Care Provider	2

Total Fall Semester, Second Year **12**

Spring Semester, Second Year

RAD 203	Radiation Biology	3
RAD 213	Applied Radiography V	6
PSY 101	General Psychology	3

Total Spring Semester, Second Year **12**

Degree Requirements

Radiologic Technology	40
General Education (Biology, Interdisciplinary Studies, English, Psychology)	20
Total60

SCHOOL OF SURGICAL TECHNOLOGY

In support of the purpose of the College, the Surgical Technology Program prepares graduates to assume valuable functions in a variety of surgical settings, including hospitals (operating rooms, emergency rooms, labor and delivery areas), doctors' offices, clinics and surgery centers. Graduates are prepared to practice as entry level surgical technologists and to seek life-long-learning opportunities.

Philosophy

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

Association of Surgical Technologists

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

Clinical Activities

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

Clinical Facilities

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

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

Clinical/Lab Attendance

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

Clinical Assignments/Preparation

The clinical schedule/rotation will be posted for each course. Specific assignments are made to provide the student a variety of experiences in a variety of settings. Clinical assignments will be posted. Students are expected to prepare for clinical assignments by completing specific areas on the clinical preparation guidelines as noted in the course syllabus. Students who are not properly prepared will not be permitted to remain in the clinical area. Students must periodically report to the instructor or his/her designee during clinicals.

Skills Competency Guidelines

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

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

Clinical Evaluation

A clinical evaluation tool is designed for each course and is used by the faculty and student to appraise the student's performance. Each student will receive weekly feedback, verbally or in writing. Self evaluation by students is required. The clinical evaluation tool serves as a means for documenting strengths, weaknesses and progress of the student in meeting the clinical objectives. If the student is having difficulty or is unsatisfactory at any time, the faculty member and the student will develop an Action Plan. The Action Plan constitutes a contract for improvement. By the end of the course, each student must achieve a satisfactory in the clinical component in order to progress. Satisfactory is defined as consistently demonstrating the identified behaviors in all components of the objectives. Following the evaluation conference, the clinical evaluation tool is signed by the student and faculty member. Signature of the student indicates that he/she has read the tool, it does not necessarily indicate agreement. The student has the option of writing additional comments.

Grading Policy

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

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

Testing Guidelines

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

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

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

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

Post Test Analysis: The course faculty review the statistical analysis of individual test items as well as other significant issues prior to posting test grades. Decisions to exclude or keep a test item are at the discretion of the course faculty. If a question is excluded from the test, the grades will be recalculated based on the number of remaining questions. Grades are posted by student identification number on the director's door.

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

Graduation, Awards, and Recognition

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

Certification

Students successfully completing the Surgical Technology Program are eligible to take the Certifying Examination for the Surgical Technologist through the Liaison Council on Certification. Graduates who successfully complete the electronic examination are recognized as Certified Surgical Technologists. Fees for taking the national examination are established yearly.

Master Curriculum Plan, Diploma in Surgical Technology

First Semester		Credits
SUR 101	Fundamentals of Surgical Care	8
IDS 102	Medical Terminology	2
Total First Semester		10
Second Semester		
SUR 102	Care Concepts for Surgical Procedures I	11
BIO 100	Essentials of Human Anatomy & Physiology	4
Total Second Semester		15
Third Semester		
SUR 103	Care Concepts for Surgical Procedures II	11
BIO 103	Microbiology	4
Total Third Semester		15
Diploma Requirements		
Surgical Technology		30
General Education (Biology, Interdisciplinary Studies)		10
Total		40

CONTINUING EDUCATION

ADVANCED PATIENT TRANSPORT

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

Grading

Numerical range for this program will be:

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

COMMUNITY TRAINING CENTER

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

Courses Available

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

Courses Available Through the CTC:

- Basic Life Support for HealthCare Providers (BCLS)
- Advanced Cardiac Life Support (ACLS)
- Pediatric Advanced Life Support (PALS)
- BCLS, ACLS, and PALS Instructor Courses

INFUSION THERAPY

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

NURSE AIDE I

The School of Nursing provides a 127-hour, non-credit course culminating in eligibility to sit for testing to be listed as a Nurse Aide I in North Carolina. This training is open to the public (high school graduation or concurrent enrollment as a high school senior, or demonstration of the ability to be successful in the program, is required) and is separate from the College's nursing program.

The course of instruction provides the theoretical and practical knowledge and training required for graduates to be competent practitioners as nurse aides. Clinical experiences are provided in the nursing home setting and in rehabilitative setting. Didactic instruction occurs at the College in classrooms and in simulated labs.

The Nurse Aide I curriculum exceeds the standards of the North Carolina Division of Facility Services for listing on the Nurse Aide Registry.

Attendance

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

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

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

Grading

Numerical range for this program will be:

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

NURSE AIDE II

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

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

Grading

Numerical range for this program will be:

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

PHLEBOTOMY

The School of Clinical Laboratory Sciences offers a 200-hour, noncredit course in Phlebotomy. Upon completion of this program, the student is eligible to sit for a national certification examination.

The Phlebotomy program is a 10-week course, approved by the National Accrediting Agency for Clinical Laboratory Sciences. The first half of the program consists of lecture and student laboratory practice and provides instruction in the skills needed for proper collection of blood. Emphasis is on ethics, legalities, medical terminology, safety and infection control, health care delivery systems, patient relations, anatomy and physiology, and specimen collection/processing.



The second half provides the clinical experience in which students are assigned to a variety of health care settings to develop skills necessary to perform successful phlebotomy procedures. Times and locations will vary based on the availability of clinical sites.

Clinical rotations utilize inpatient and outpatient laboratory facilities of the Carolinas HealthCare System.

Attendance

Time missed must be made up within the designated duration and hours of the course. If a significant number of hours are missed (more than 12), the student may be terminated from the program at the discretion of the program director. Notification of absences is mandatory and the program coordinator must be notified at least one hour in advance of an absence. It is the student's responsibility to contact the program coordinator and arrange for make-up materials/schedule upon return to the facility.

If a student is tardy two times, the Program Coordinator will counsel the student and documentation will go into the student's file. More than 3 tardies can result in dismissal from the program.

Grading

The numerical range for this course will be:

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

All students must have a grade average equal to at least a C (77) for the didactic section and demonstrate satisfactory performance in all components of the student lab section to advance to the clinical training section. Students will be evaluated periodically during the course, and an Action Plan will be developed as necessary to ensure student success.

Testing Guidelines

The final course grade is based on the didactic grade and a "Satisfactory" in the clinical rotation. The clinical rotation evaluation, completed by site instructors, is both skill-based and affective. Graduates receive a certificate which is not contingent upon passing a licensure or certification exam.

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

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

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

Post Test Analysis: The Program Coordinator reviews the statistical analysis of individual test items as well as other significant issues prior to posting test grades. Decisions to exclude or keep a test item are the discretion of the course faculty. If a question is excluded from the test, the grades will be recalculated based on the number of remaining questions.

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

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

PHLEBOTOMY SKILLS UPDATE

This non-credit, continuing education workshop is designed as a refresher in phlebotomy skills for the practicing health care professional. Participants will have an opportunity to review and practice basic venipuncture techniques. Participants will receive a competency checklist as well a personal skills assessment. This class is available several times per year as requested by departments within the Carolinas HealthCare System. This course offers 3.5 hours of continuing education credit.

COURSE DESCRIPTIONS

APT 001: Advanced Patient Transport

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

BIO 100: Essentials of Anatomy and Physiology

Credits: 4 (3 Class, 1 Lab) An abbreviated 1-semester course for non-nursing majors. All major body systems as well as cell structure and tissues are covered. Body systems include: skeletal, integumentary, muscular, nervous, endocrine, cardiovascular, immune, respiratory, digestive, urinary, and reproductive. Prerequisite: One unit high school biology

BIO 101: Human Anatomy and Physiology I

Credits: 4 (3 Class, 1 Lab) A study of the structure and function of the human body approached from a cellular and system level. Cells, tissues, integument, skeletal system, muscular system, nervous system, and special senses are included. Prerequisite: One unit high school biology

BIO 102: Human Anatomy and Physiology II

Credits: 4 (3 Class, 1 Lab) A continuation of BIO 101. The endocrine, cardiovascular, lymphatic/ immune, respiratory, digestive, urinary, and reproductive systems are included, as well as metabolism and fluid and electrolyte balance. Prerequisite: BIO 101 *Required prerequisite for third Intermediate Nursing course.

BIO 103: Microbiology

Credits: 4 (3 Class, 1 Lab) A study of the basic physiology of bacteria, fungi, protozoa, and viruses with emphasis on host-parasite interaction, control, and epidemiology of infectious diseases. Prerequisite: One unit of high school biology.

EMS 110: EMT Basic

Credits: 7 (5 Class, 2 Lab) This course introduces basic emergency medical care. Topics include preparatory, airway, patient assessment, medical emergencies, trauma, infants and children, and operations. Upon completion, students should be able to demonstrate the knowledge and skills necessary to achieve North Carolina State or National Registry EMT-Basic certification.

EMS 111: Prehospital Environment

Credits: 3 (2 Class, 1 Lab) This course introduces the prehospital care environment and is required for all levels of EMT certification. Topics include roles, responsibilities, laws, ethics, communicable diseases, hazardous materials recognition, therapeutic communications, EMS systems, and defense tactics. Upon completion, students should be able to demonstrate competence in rules and regulations governing prehospital care and personal protection.

EMS 120: Intermediate Interventions

Credits: 3 (2 Class, 1 Lab) This course is designed to provide the necessary information for interventions appropriate to the EMT-Intermediate and is required for intermediate certification. Topics include automated external defibrillation, basic cardiac electrophysiology, intravenous therapy, venipuncture, acid-base balance, and fluids and electrolytes. Upon completion, students should be able to properly establish and IV line, obtain venous blood, utilize AEDs and correctly interpret arterial blood gases. Prerequisite: EMS 110; Co-requisites: EMS 122, EMS 130, EMS 131

EMS 122: EMS Hospital Clinical I

Credits: 1 (1 Clinical) This course is the initial hospital clinical experience and is required for intermediate and paramedic certification. Emphasis is placed on intermediate-level skill. Upon completion, students should be able to demonstrate competence with intermediate-level skills. Prerequisite: EMS 110; Co-requisites: EMS 120, EMS 130; EMS 131

EMS 130: Pharmacology I for EMS

Credits: 2 (1 Class, 1 Lab) This course introduces the fundamental principles of pharmacology and medication administration and is required for intermediate and paramedic certification. Topics include terminology, pharmacokinetics, pharmacodynamics, weights, measures, drug calculations, legislation, and administration routes. Upon completion, students should be able to accurately calculate drug dosages, properly administer medications, and demonstrate general knowledge of pharmacology. Prerequisite: EMS 110; Co-requisites: EMS 120, EMS 122, EMS 131

EMS 131: Advanced Airway Management

Credits: 2 (1 Class, 1 Lab) This course is designed to provide advanced airway management techniques and is required for intermediate and paramedic certification. Topics include respiratory anatomy and physiology, airway, ventilation, adjuncts, surgical intervention, and rapid sequence intubation. Upon completion, students should be able to properly utilize all airway adjuncts and pharmacology associated with airway control and maintenance. Prerequisite: EMS 110; Co-requisites: EMS 120, EMS 122, EMS 130

EMS 140: Rescue Scene Management

Credits: 2 (1 Class, 1 Lab) This course introduces rescue scene management and is required for paramedic certification. Topics include response to hazardous material conditions, medical incident command, and extrication of patients from a variety of situations. Upon completion, students should be able to recognize and manage rescue operations based upon initial and follow-up scene assessment.

EMS 150: Emergency Vehicle and EMS Communications

Credits: 2 (1 Class, 1 Lab) This course examines the principles governing emergency vehicles, maintenance of emergency vehicles, and EMS communication equipment and is required for paramedic certification. Topics include applicable motor vehicle laws affecting emergency vehicle operation, defensive driving, collision avoidance techniques, communication systems, and information management systems. Upon completion, students should have a basic knowledge of emergency vehicles, maintenance, and communication needs.

EMS 210: Advanced Patient Assessment

Credits: 2 (1 Class, 1 Lab) This course covers advanced patient assessment techniques and is required for paramedic certification. Topics include initial assessment, medical-trauma history, field impression, complete physical exam process, on-going assessment, and documentation skills. Upon completion, students should be able to utilize basic communication skills and record and report collected patient data. Prerequisites: EMS 120, EMS 130, EMS 131, EMS 122

EMS 220: Cardiology

Credits: 4 (2 Class, 2 Lab) This course provides an in-depth study of cardiovascular emergencies and is required for paramedic certification. Topics include anatomy and physiology, pathophysiology, rhythm interpretation, cardiac pharmacology, and patient treatment. Upon completion, student should be able to certify at the Advanced Cardiac Life Support Provider level utilizing American Heart Association guidelines. Prerequisites: EMS 120, EMS 130, EMS 131



EMS 221: EMS Clinical Practicum II

Credits: 3 (3 Clinical) This course is a continuation of the hospital and field internship required for paramedic certification. Emphasis is placed on advanced-level care. Upon completion, students should be able to demonstrate progress in advanced-level patient care. Prerequisite: EMS 122

EMS 231: EMS Clinical Practicum III

Credits: 3 (3 Clinical) This course is a continuation of the hospital and field internship required for paramedic certification. Emphasis is placed on advanced-level care. Upon completion, students should be able to demonstrate continued progress in advanced-level patient care. Prerequisite: EMS 221

EMS 232: EMS Hospital Clinical III

Credits: 2 (2 Clinical) This course is a continuation of the hospital clinical required for paramedic certification. Emphasis is placed on advanced-level care. Upon completion, students should be able to demonstrate continued progress in advanced-level patient care. Prerequisite: EMS 221

EMS 235: EMS Management

Credits: 3 (3 Class) This course stresses the principles of managing a modern emergency medical services system. Topics include structure and function of municipal governments, EMS grantsmanship, finance, regulatory agencies, system management, legal issues, and other topics relevant to the EMS manager. Upon completion, students should be able to understand the principles of managing emergency medical services delivery systems.

EMS 240: Special Needs Patients

Credits: 2 (1 Class, 1 Lab) This course includes concepts of crises intervention and techniques of dealing with special needs patients and is required for paramedic certification. Topics include behavioral emergencies, abuse, assault, challenged patients, personal well-being, home care, and psychotherapeutic pharmacology. Upon completion, students should be able to recognize and manage frequently encountered special needs patients. Prerequisites: EMS 120, EMS 122, EMS 130, EMS 131

EMS 250: Advanced Medical Emergencies

Credits: 3 (2 Class, 1 Lab) This course provides an in-depth study of medical conditions frequently encountered in the prehospital setting and is required for paramedic certification. Topics include pulmonology, neurology, endocrinology, anaphylaxis, gastroenterology, toxicology, and environmental emergencies integrating case presentation and emphasizing pharmacotherapeutics. Upon completion, students should be able to recognize and manage frequently encountered medical conditions based upon initial patient impression. Prerequisites: EMS 120, EMS 122, EMS 130, EMS 131

EMS 260: Advanced Trauma Emergencies

Credits: 2 (1 Class, 1 Lab) This course provides in-depth study of trauma including pharmacological interventions for conditions frequently encountered in the prehospital setting and is required for paramedic certification. Topics include hemorrhage control, shock, burns, and trauma to head, spine, soft tissue, thoracic, abdominal, and musculoskeletal areas with case presentations utilized for special problem situations. Upon completion, students should be able to recognize and manage trauma situations based upon patient impressions and should meet requirements of BTLIS or PHTLS courses. Prerequisites: EMS 120, EMS 122, EMS 130, EMS 131

EMS 270: Life Span Emergencies

Credits: 3 (2 Class, 1 Lab) This course, required for paramedic certification, covers medical/ethical/legal issues and the spectrum of age-specific emergencies from conception through death. Topics include gynecological, obstetrical, neonatal, pediatric, and geriatric emergencies and pharmacological therapeutics. Upon completion, students should be able to recognize and treat age-specific emergencies and certify at the Pediatric Life Support Provider level of the American Heart Association guidelines. Prerequisites: EMS 120, EMS 130, EMS 131

EMS 280: EMS Bridging Course

Credits: 3 (2 Class, 1 Lab) This course is designed to bridge the knowledge gained in a continuing education paramedic program with the knowledge gained in an EMS curriculum program. Topics include patient assessment, documentation, twelve-lead ECG analysis, thrombolytic agents, cardiac pacing, and advanced pharmacology. Upon completion, students should be able to perform advanced patient assessment documentation using the problem-oriented medical record format and manage complicated patients.

EMS 285: EMS Capstone

Credits: 2 (1 Class, 1 Lab) This course provides an opportunity to demonstrate problem-solving skills as a team leader in simulated patient scenarios and is required for paramedic certification. Emphasis is placed on critical thinking, integration of didactic and psychomotor skills, and effective performance in simulated emergency situations. Upon completion, students should be able to recognize and appropriately respond to a variety of EMS-related events. Prerequisites: EMS 220, EMS 250, EMS 260

ENG 101: English Composition

Credits: 3 (3 Class) A course designed to teach clear, purposeful, effective writing which emphasizes composition in various forms, for different purposes, and for various audiences.

ENG 201: Introduction to Literature

Credits: 3 (3 Class) This course provides tools for interpreting literature. It defines literary terms and demonstrates methods of reading literary texts. Students analyze, discuss, and write about representative works of poetry, fiction, and drama.

HEA 001: Introduction to Health Care for Radiologic Technology

Non-credit (20 contact hours) This course includes classroom and lab experiences which introduce the radiology student to the roles of various members of the healthcare team and the basic concepts of client care and communication. Successful completion of this class is required of students entering the Radiologic Technology Program.

HUM 201: Critical Thinking

Credits: 3 (3 Class) An introductory course which includes the following elements: problem solving, an examination of perceptions, analysis of beliefs, an examination of language and thought, an examination of comparative, analogical and causal relationships, and an examination of common fallacies.

IDS 100: Issues in Healthcare

Credits: 3 (3 Class) This course will provide students with the background knowledge and skills needed to critically examine current health care issues. Students will formulate their own opinions and refine their reasoning and problem solving skills by exploring challenging, real-life case studies. Topics will include, but not be limited to: issues of confidentiality, family planning, euthanasia, allocation of scarce resources, disparities in health care, AIDS, genetic science, and culturally appropriate health care.

IDS 102: Medical Terminology

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

IDS 103: Spanish for the Health Care Provider

Credits: 2 (2 Class) This course is designed to help the health care provider achieve immediate communication with Spanish speaking clients: develop speaking skills and listening comprehension, participate in controlled oral practice, attain a comfort level in interviewing Hispanic clients, make simple requests, and understand and reply to clients' simple needs. The student will learn and practice discipline-specific phrases.

IDS 107 Complementary Therapies

Credits: 1 (1 Class) This course provides a synopsis of commonly requested complementary therapy modalities in the modern health care arena.

IDS 202: Leadership Development

Credits: 3 (3 Class) This course is designed to provide students with the fundamental knowledge and skills required of effective leaders. Through experiential learning and interaction with peers, students analyze, discuss and write about leadership skills including communication, empowerment, conflict resolution, change and decision-making. Topics of critical thinking, personal growth and interpersonal relationships are explored within the context of leadership development.

MAT 101: College Math

Credits: 3 (3 Class, 0 Lab) A beginning college level math course which includes the following topics: operations with signed numbers, addition, subtraction, multiplication and division with algebraic expressions; factoring; techniques for solving linear and fractional equations; an introduction to graphing; ratio and proportion; direct and inverse proportions; scientific notation; and unit conversion.

MAT 201: Elementary Statistics

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

MDT 001: Clinical Chemistry

Contact Hours: 359 This course involves the biochemical analysis of blood, urine, spinal fluid and other body fluids through the use of modern instrumentation. Emphasis is placed on the clinical significance of such analytes as electrolytes, enzymes, lipids and carbohydrates. Drug identification and endocrinology studies are included. Quality control and quality assurance are reinforced throughout the clinical laboratory rotation. Pre-analytical, analytical, and post analytical components are discussed and evaluated throughout the course to enhance critical thinking skills. Students will be exposed to procedures in the Andrology and Research Laboratories, Kidney Dialysis Unit, Heart Catheterization Lab, Respiratory Therapy, and the operating room.

MDT 002: Hematology/Coagulation/Clinical Microscopy

Contact Hours: 340 This course encompasses routine blood counts and differentials, urinalysis and body fluid counts as well as coagulation profiles. Bone marrow studies, special stains and special coagulation procedures in addition to exposure to the cytogenetics lab and central processing are included. Pre-analytical, analytical, and post analytical components are discussed and evaluated throughout the course to enhance critical thinking skills. Theoretical and practical performance are emphasized throughout this rotation.

MDT 003: Immunohematology

Contact Hours: 250 This course encompasses the theoretical and practical aspects of the blood bank and transfusion service. Areas of study focus on donor collection, unit testing, component preparation, blood typing and antibody identification. Emphasis is placed on identification of factors responsible for incompatibilities between patient and prospective donors and between maternal and fetal blood. Pre-analytical, analytical, and post analytical components are discussed and evaluated throughout the course to enhance critical thinking skills. Included in this course are opportunities to observe the tissue typing and flow cytometry laboratories.

MDT 004: Immunology/Molecular Pathology

Contact Hours: 152 This course encompasses essential theoretical principles of immunology as well as the serological techniques commonly used in the clinical immunology laboratory. Emphasis is placed on the theory of immunity, antibody production, and serological testing for immune disorders and infectious disease. Included in this course is the study of hepatitis focusing on applications of identification and clinical significance. One week of the course encompasses the theoretical and practical applications of molecular pathology in the diagnostic laboratory. Information presented includes the basic principle of PCR and how PCR is utilized in the analysis of HIV, HPV, CF and Factor V Leiden. Pre-analytical, analytical, and post analytical components are discussed and evaluated throughout the course to enhance critical thinking skills

MDT 005: Clinical Microbiology/Parasitology/TB-Myecology

Contact Hours: 398 This course encompasses essential theoretical principles of bacteriology as well as parasitology. Great importance is placed upon specimen collection and handling, different media types as well as processing specimens for the isolation and identification of microorganisms involved in the infectious disease process. Clinical emphasis is placed on dealing with different patient specimen types and problems in a variety of settings. Also presented in this course is the study of mycobacteriology, mycology (TB/mycology) and virology. The TB/mycology rotation encompasses didactic and clinical instruction in the principles, identification and susceptibility testing of fungi and mycobacterium or tuberculosis-like organisms. Virology includes the study of DNA and RNA viruses and their associated diseases especially the Human Immunodeficiency Virus (HIV), their causative agents, diagnosis, and treatment. Pre-analytical, analytical, and post analytical components are also discussed and evaluated throughout the course to enhance critical thinking skills.

MDT 006: Special Studies

Contact Hours: 144 This course is comprised of the following: (1) Laboratory Management: This section presents basic managerial principles and their application to a clinical laboratory environment. The importance of budget preparation, quality assurance, total quality management, safety practices, accrediting agencies requirements and other concepts are also emphasized. (2) Education: A presentation of basic educational concepts concerning instructional techniques that can be utilized in an educational setting. An educational presentation is required utilizing these instructional techniques. (3) Phlebotomy: Training in phlebotomy and finger sticking which prepares the student to properly perform venipunctures and finger sticks in a professional manner with emphasis on high quality healthcare. (4) Laboratory Information System: Computer instruction designed to inform and teach the student about the basic usage of the Laboratory Information system used at Carolinas Medical Center. (5) Research design and analysis emphasizes how to research and analyze information.

NUR 001: Nurse Aide I

This non-credit class includes the classroom, lab, and clinical experiences consistent with the standards of practice of the NC Division of Facility Services and provides the knowledge and skills required of a Nurse Aide I. Students who complete NUR 001 must take the NA Competency evaluation in order to be eligible for NA certification.

NUR 002: Nurse Aide II

This non-credit course is a didactic and clinical course designed to provide the Nurse Aide I student with the specific nursing skill set as outlined by the North Carolina Board of Nursing essential for entry level functioning as NA II under the direction and supervision of a registered nurse. Pre-requisite: listing as an unrestricted Nurse Aide I with the NC Division of Facility Services or equivalent.

NUR 100: Nursing Medical Terminology

Credits: 1 (1 Class) is designed to provide a basis for understanding of medical terms, abbreviations, and symptomatic, procedural and operative terms used by healthcare professionals. This course is designed for nursing students.

NUR 101: Nursing Fundamentals

Credits: 8 (4 Class, 4 Lab/Clinical) This course is a theory course and lab/clinical course which introduces concepts basic to nursing practice and the role of the associate degree nurse. The course provides the basis for student learning related to the practice of clinical skills including professional behaviors, communication, assessment, clinical decision making, caring interventions, teaching and learning, collaboration, and managing care when providing holistic care for one client in selected healthcare settings. The student learns to use critical thinking in both the classroom and in the clinical area. Co-requisite: BIO 101, NUR 100/IDS 102, MAT 101.

NUR 151: Adult Health

Credits: 4 (2 Class, 2 Lab) NUR 151 is a theory and lab/clinical course designed to prepare the student for the role of the Associate Degree Nurse in the provision and management of holistic care for the adult client and family. The course emphasizes professional behaviors, communication, assessment, clinical decision making, caring interventions, teaching and learning, collaboration, and managing care for adult clients with cancer, diabetes, post surgical procedures, or who are experiencing common cardiovascular conditions and musculoskeletal health alterations. Clinical emphasis is placed on the application of the core components and competencies when caring for one or more clients in a variety of healthcare settings. Pre-Requisites: NUR 101, BIO 101, NUR 100/IDS 102, MAT 101

NUR 152: Adult Health

Credits: 4 (2 Class, 2 Lab) NUR 152 is a theory and lab/clinical course designed to prepare the student for the role of the Associate Degree Nurse in the provision and management of holistic care for the adult client and his or her family. The course emphasizes professional behaviors, communication, assessment, clinical decision making, caring interventions, teaching and learning, collaboration and managing care for clients with respiratory, renal, gastrointestinal, and reproductive health alterations. Clinical emphasis is placed on the application of core components when caring for one or more clients in a variety of healthcare settings. Pre-Requisites: NUR 101, BIO 101, NUR 100/IDS 102, MAT 101

NUR 153: Child & Adolescent Health

Credits: 4 (2 Class, 2 Lab) NUR 153 is a theory and lab/clinical course designed to prepare the student for the role of the Associate Degree Nurse in the provision and management of holistic care for the child/adolescent and his or her family. The course emphasizes professional behaviors, communication, assessment, clinical decision making, caring interventions, teaching and learning, collaboration and managing care for this specific client population. Clinical emphasis is placed on the application of core components when caring for one or more clients in a variety of healthcare settings. Pre-Requisites: NUR 101, BIO 101, NUR 100/IDS 102, MAT 101

NUR 154: Maternal-Neonatal Health

Credits: 4 (2 Class, 2 Lab) NUR 154 is a theory and lab/clinical course designed to prepare the student for the role of the Associate Degree Nurse in the provision and management of holistic care for the childbearing family. The course emphasizes professional behaviors, communication, assessment, clinical decision making, caring interventions, teaching and learning, collaboration and managing care for this specific client population. Clinical emphasis is placed on the application of core components when caring for one or more clients in a variety of healthcare settings. Pre-Requisites: NUR 101, BIO 101, NUR 100/IDS 102, MAT 101

NUR 155: Behavioral Health

Credits:4 (2 Class, 2 Lab) NUR 155 is a theory and lab/clinical course designed to prepare the student for the role of the Associate Degree Nurse in the provision and management of holistic care for the individual experiencing alterations in social and psychological functioning and his or her family. The course emphasizes professional behaviors, communication, assessment, clinical decision making, caring interventions, teaching and learning, collaboration and managing care for this specific client population. Clinical emphasis is placed on the application of core components when caring for one or more clients in a variety of healthcare settings. Pre-Requisites: NUR 101, BIO 101, NUR 100/IDS 102, MAT 101

NUR 200: Nursing Clinical Elective

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

NUR 202: Advanced Nursing

Credits: 9 (4 Class, 5 Clinical) Advanced Nursing is a theory and clinical/lab course designed to assist the student in synthesizing a holistic collaborative approach to assess, plan, intervene, and evaluate outcomes of care for clients across the lifespan. The course emphasizes professional behaviors, communication, assessment, clinical decision making, caring interventions, teaching and learning, collaboration, and managing care for groups of clients with complex or multiple health problems in a variety of settings, and on working with a preceptor in assuming the roles of the Associate Degree nurse within the discipline of nursing. Pre-Requisites: NUR 151, NUR 152, NUR 153, NUR 154, NUR 155; Co-requisites: ENG 201

NUR 210: Pharmacology

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

PHL 001: Phlebotomy

This 200-hour non-credit class prepares the student to sit for a national certification exam. The class, which constitutes the complete training for phlebotomists, teaches techniques of obtaining blood by venipuncture or skin puncture.

PSY 101: General Psychology

Credits: 3 (3 Class, 0 Lab) An overview of general topics in the science of behavior including such topics as learning, emotions, motivation, personality, sensation and perception, and adjustment.

PSY 102: Human Growth and Development

Credits: 3 (3 Class, 0 Lab) A study of the development of the individual from conception to death. Major concepts are acquired through study of the stage and developmental tasks in terms of physical, emotional, social, and intellectual growth.

PSY 201: Abnormal Psychology

Credits: 3 (3 Class, 0 Lab) An elective course designed to introduce the student to the major forms of mental illness, the etiology of mental illness, and the preferred methods of treatment. Prerequisite: PSY 101

RAD 110: Applied Radiography I

Credits: 5 (3 Class, 1 Lab, 1 Practicum) Applied Radiography I is a theory and lab/practicum course which introduces the student to concepts basic to Radiologic Technology. The course provides an introduction to the essential and supporting elements of the radiologic imaging process, communication, safety and radiation protection, equipment operation, image evaluation, and legal/ethical considerations. Practicum emphasis is on developing skills essential to client care and assessment. Incorporated into the course is radiographic procedure terminology, procedure methods, and principles for radiography of the upper extremity, shoulder girdle, chest, abdomen, pelvic girdle and lower extremity. Pre/Co-requisites: BIO 100, IDS 102, ENG 101

RAD 111: Applied Radiography II

Credits: 6 (3 Class, 1 Lab, 2 Practicum) Applied Radiography II is a theory and lab/practicum course designed to focus on radiographic procedure methods for radiography of the GU system, GI system, vertebral column and skulls. Practicum emphasis is on the development of critical thinking and problem solving skills as the student begins to use the steps and principles of the radiologic imaging process as a basis for demonstrating competency in the performance of diagnostic imaging procedures. Pre-requisite: RAD 110; Pre/Co-requisites: RAD 112

RAD 112: Imaging I

Credits: 3 (3 Class, 0 Lab) The purpose of this course is to provide a base of knowledge from which practicing radiographers can make informed decisions about technical factors and diagnostic imaging quality. Included will be concepts of the science and technology of imaging, basic concepts of mathematics, fundamentals of physics, the atom, electromagnetic radiation, electricity, magnetism, electromagnetism, and the x-ray imaging system.

RAD 113: Applied Radiography III

Credits: 3 (0 Class, 1 Lab, 2 Practicum) Applied Radiography III is a practicum course designed to focus on radiographic procedure methods from Applied Radiography courses I and II. Emphasis is on the application of the radiologic imaging process as a framework for providing basic client care in the delivery of diagnostic imaging procedures. Clinical emphasis is on the enhancement of critical thinking and problem solving skills as the student continues to develop and demonstrate competency in the performance of diagnostic imaging procedures. Pre-requisite: RAD 111; Pre/Co-requisites: RAD 114

RAD 114: Imaging II

Credits: 4 (4 Class, 0 Lab) Imaging II begins with an overview of the terms applied to all the factors that work together to produce a radiographic image. Concepts specific to electromagnetic energy, radiation protection of the student, the patient, the patient's family, and the healthcare team based on the ALARA concept are emphasized. X-ray production due to the Brems and characteristic interactions at tube target level is examined in depth. In addition, the concept(s) concerning the addition of filtration to the x-ray emission spectrum, the Compton and photoelectric x-ray interactions inside human anatomy and the prime factors that affect x-ray emission and are under the direct control of the radiographer are examined. Pre-requisite: RAD 111; Co-requisite: RAD 113

RAD 203: Radiation Biology

Credits: 3 (3 Class, 0 Lab) Radiation Biology is designed to give the student an understanding of the effects of radiation exposure, dose limits, and structural protection requirements. Topics included will be somatic and genetic effects of radiation exposure, measurement and protection methods, plus NCRP and BRH standards. Pre-requisites: BIO 100, RAD 112, RAD 114

RAD 210: Applied Radiography IV

Credits: 6 (3 Class, 1 Lab, 2 Practicum) Applied Radiography IV is a theory and practicum course designed to introduce the student to advanced imaging modalities such as arteriography, myelography, and computed tomography. Clinical emphasis is placed on the application of critical thinking and problem solving skills as the student continues to develop and demonstrate an increased degree of competence in the delivery of diagnostic imaging procedures. Pre-requisite: RAD 113; Co-requisites: RAD 212

RAD 212: Imaging III

Credits: 4 (3 Class, 1 Lab) Imaging III is designed to build on the student's knowledge of the principles and procedures presented in RAD 104. The student will be introduced to the concepts of image quality, computed and digital radiography and advanced imaging modalities. Prerequisite: RAD 114; Co-requisites: RAD 210

RAD 213: Applied Radiography V

Credits: 6 (3 class, 1 Lab, 2 Practicum) Applied Radiography V is a theory and practicum course which introduces the student to basic pathophysiology and the radiographic manifestation of disease. Clinical emphasis is placed on competency demonstration in the delivery of more complex imaging procedures. The student will continue to develop and demonstrate an increasing degree of competence in critical thinking and problem solving skills. Pre-requisite: RAD 210; Co-requisite: RAD 113, PSY 101

SOC 101: Introduction to Sociology

Credits: 3 (3 Class, 0 Lab) Presents the nature, concepts, and principles of sociology including culture, socialization, groups, institutions and organizations, the class system, social change, and social process.

SUR 101: Fundamentals of Surgical Care

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

SUR 102: Care Concepts for Surgical Procedures I

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



SUR 103: Care Concepts for Surgical Procedures II

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

PERSONNEL

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MD, University of South Carolina at Columbia

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Tom Blackwell, MD, FACEP

Medical Advisor, School of Emergency Medical Sciences
MD, Creighton University School of Medicine

Edward H. Lipford

Medical Advisor, School of Clinical Laboratory Sciences
MD, Vanderbilt University School of Medicine

Michael H. Thomason

Medical Advisor, Surgical Technology
MD, University of North Carolina at Chapel Hill, School of Medicine

Faculty and Staff

Alexander, Mildred

Lead Instructor, Nurse Aide I
BSN, Fairleigh Dickinson University
Licensure: Registered Nurse

Anderson, Elizabeth

Director, School of Clinical Laboratory Sciences
Certificate in Medical Technology, Bowman-Gray Baptist Hospital;
BA, University of North Carolina at Greensboro;
MHDL, University of North Carolina at Charlotte
Certification: MT (ASCP), CLS (NCA)

Atripaldi, Robert

Faculty, Emergency Medical Sciences
Diploma, Kennebec Valley Community College
Certification: NREMT-P; PHTLS Instructor; STLS Instructor;
NRP Instructor; PALS Instructor; ACLS Instructor

Bass, Susan

Learning Resource Specialist
BSN, Wilmington College; MSN, Queens University of Charlotte
Certification: Perioperative Nursing; BCLS Instructor
Licensure: Registered Nurse

Bean, Cynthia

Faculty, Medical Technology
Certificate, Charlotte Memorial Hospital School of Medical Technology;
BSMT, University of North Carolina at Greensboro
Certification: MT (ASCP) SC

Bennett, Lakisha

Secretary III, Nursing
BS, Fayetteville State University

Bevill, Stephanie

Adjunct Clinical Faculty, Nursing
Diploma, Presbyterian Hospital School of Nursing;
BSN, Winston-Salem State University
Licensure: Registered Nurse

Binetti, Jane

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

Blackwell, Deborah

Dean, School of Nursing
BSN, Radford University; MS, University of Delaware;
PhD, University of Texas at Austin; Post-Master's Certificate,
Women's Health Care Nurse Practitioner, University of South Carolina
Certification: Inpatient Obstetric Nurse, RNC;
Women's Health Care Nurse Practitioner, RNC;
Adult Nurse Practitioner, APRN, BC
Licensure: Registered Nurse

Borysewicz, Cathy

Faculty, Nursing
BSN & MSN, Adelphi University
Certification: Psychiatric and Mental Health Nursing,
Nurse Educator, BCLS Instructor;
Licensure: Registered Nurse

Bradshaw, Kim

Director of Business and Finance
BA, Winthrop University

Brisbin, Timothy S.

Clinical Faculty, Emergency Medical Sciences
Diploma, Presbyterian Hospital School of Nursing;
BSN, University of North Carolina at Charlotte
Certification: EMT-P; Licensure: Registered Nurse

Campbell, Patricia (Trish)

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

Cook, Lois

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

Cozen, Carla

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



Creech, Millie

Faculty, Nursing
BSN, University of Wisconsin; MSN, Gardner Webb University
Certification: BCLS Instructor
Licensure: Registered Nurse

Cuthbertson, Becky

Director, Surgical Technology
AAS, Central Piedmont Community College;
BSN, Queens University of Charlotte
Licensure: Registered Nurse

Davis, April

Faculty, Nursing
AAS, Manatee Community College;
BSN & MSN, Queens University of Charlotte
Certification: CNOR
Licensure: Registered Nurse

Davis, Julie

Faculty, Nurse Aide
BSN, University of North Carolina at Greensboro
Licensure: Registered Nurse

Davison, Lucy

Clinical Coordinator, Radiologic Technology
Diploma, Carolinus Medical Center School of Radiologic Technology;
BS, Queens University of Charlotte
Certification: BSRT (R)

Dienes, Tim

Faculty, Math
BA, University of North Carolina at Chapel Hill;
MS, University of North Carolina at Charlotte

Dull, Christy

Secretary III, Community Training Center

Evans, Simone

Faculty, Nurse Aide
AAS, Bronx Community College; BSN, College of New Rochelle
Licensure: Registered Nurse

Eyler, Carol

Secretary III, Nursing

Farahany, Ava

Adjunct Clinical Faculty, Nursing
BSN, Brenau Women's College; MSN, University of Phoenix
Certification: BCLS Instructor
Licensure: Registered Nurse

Ferguson, Denise

Faculty, Biology
BS, Hardeman University;
MS, University of Tennessee Center for Health Sciences

Fortier, Carrie

Adjunct Clinical Faculty, Nursing
BSN, University of Wisconsin
Certification: BCLS Instructor; PALS Instructor
Licensure: Registered Nurse

Fox, Ginger

Faculty, English
AAS, Catawba College; BA, Lenoir-Rhyne College;
MFA, Goucher College

Gallo, Rhoda

Admissions Officer
BA, Charleston Southern University; MA, Webster University

Godwin, Joy

Secretary III, Receptionist

Griffin, Mary

Clinical Faculty, Nursing
Certificate in Practical Nursing, Rock Hill Career Development Center;
AAS, Central Piedmont Community College;
BSN & MSN, Gardner-Webb University
Certifications: Gastroenterology Registered Nurse, BCLS Instructor;
ACLS Instructor
Licensure: Registered Nurse

Henley, Noah

Faculty, Biology
BS & MA, Appalachian State University

Hight, Lori

Coordinator, Nurse Aide
BS, North Carolina State University;
BSN, University of North Carolina at Chapel Hill;
MSN, University of North Carolina at Charlotte
Licensure: Registered Nurse

**Hirsch, Meredith**

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

Hobson, Cyndie

Faculty, Medical Technology
Certificate, Charlotte Memorial Hospital School of Medical Technology;
BSMT, University of North Carolina at Wilmington
Certification: MT (ASCP) SM

Holandez, Diahanne

Faculty, Nurse Aide & Adjunct Clinical Faculty, Nursing
BSN, Dominican College; MSN, Herbert H. Lehman College
Licensure: Registered Nurse

Holton, Cathy

Clinical Faculty, Nursing
Diploma, Presbyterian Hospital School of Nursing;
AA, Central Piedmont Community College;
BSN, Wingate College; MSN, University of North Carolina at Charlotte
Licensure: Registered Nurse

Hopkins, Hampton

Dean, Student Services and Enrollment Management
BS, Winthrop University; MS, University of Tennessee at Knoxville;
EdD, University of North Carolina at Charlotte

Jones, Carla

Clinical Faculty, Nursing
BSN, Andrews University; MSN, Andrews University
Licensure: Registered Nurse

Jordan, Gwendolyn (Lynn)

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

Keathley, Ann

Secretary III, Student Services

Kott, Michelle

Faculty, Nurse Aide
BSN, Bowling Green State University; MSN, East Carolina University
Licensure: Registered Nurse

Lewis, Pat

Administrative Assistant to the President

Lieving, Lori

Coordinator, Institutional Research & Faculty, Psychology
BS, MA, & PhD, West Virginia University

Logan, Vera

Registrar
AAS, Asheville-Buncombe Technical Community College;
BS, Gardner-Webb University

Mangum, Dana

Faculty, Nursing
BSN, Queens University of Charlotte; MSN, East Carolina University
Licensure: Registered Nurse

Marlow, Sherri

Associate Dean, Nursing
BSN & MSN, University of North Carolina at Charlotte
Certification: Nurse Educator, BCLS Instructor
Licensure: Registered Nurse

Masters, Sara

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

McCloskey, Janie

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

McCrary, Patty

Clinical Faculty, Radiologic Technology
Diploma, Carolinas Medical Center School of Radiologic Technology;
BS, Queens University of Charlotte
Certification: BSRT (R) (M)

McMillian, Tiffany

Clinical Faculty, Nurse Aide
Diploma, Mercy School of Nursing
Licensure: Registered Nurse

Miller, Elaine

Clinical Faculty, Nursing
ADN, Presbyterian Hospital School of Nursing;
BSN, University of North Carolina at Charlotte
Licensure: Registered Nurse

Miller, Cathey

Clinical Faculty, Radiologic Technology
Diploma, Carolinas Medical Center School of Radiologic Technology;
BHS, Medical University of South Carolina
Certification: BSRT (R)

Miller, Karen Hill

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

Morris, Jerry D.

Clinical Faculty, Emergency Medical Sciences
BA, Fayetteville State University
Certification: NREMT-P, ACLS Instructor;
PALS Instructor, BLS Instructor

Nammalwar, Premini

Institutional Research Associate
BS, Anna University; MS, University of Kentucky;
MAMS, University of Georgia

Olson, Sherry

Clinical Faculty, Nurse Aide
ADN, Grossmont College
Licensure: Registered Nurse

Patterson, Susan

Faculty, Nursing
Diploma, South Chicago Community Hospital School of Nursing;
BSN, Benedictine University; MSN, University of Illinois, Chicago
Certification: Case Manager; BCLS Instructor
Licensure: Registered Nurse

Pfaff, Michele

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

Plyler, Sharlene (Charlie)

Faculty, Nursing
BSN, Medical University of South Carolina;
MSN, University of South Carolina
Certification: BCLS Instructor
Licensure: Registered Nurse

Powell, Jill

Financial Aid Officer
BS & MBA, Winthrop University

Prince, Pamela

Data Entry Clerk, Student Services

Proctor, Mary Faye

Adjunct Faculty, Surgical Technology
Diploma, Charlotte Memorial Hospital School of Nursing
Licensure: Registered Nurse

Purvis, Stephanie

Faculty, Sociology
BS, Appalachian State University;
MS, University of North Carolina at Charlotte

Richard, Marilyn

Faculty, Nurse Aide I
Diploma, St. Luke's Hospital School of Nursing;
BSN, West Virginia University; MSN, St. John Fisher College
Licensure: Registered Nurse

Robertson, Ben

Coordinator, Instructional Technology
AS York Technical College; BA University of Maryland;
MA Brown University

Robinson, Kristin

Clinical Faculty, Nursing
BSN, Clemson University
Licensure: Registered Nurse

Robinson, Martha

Secretary III, Business and Finance
Diploma, King's College

Robinson, Sherlene

Clinical Faculty, Nursing
ADN, Oakwood College; BSN, Southwestern College
Licensure: Registered Nurse



Roux, Sue

Secretary III, General Education
BSBM, University of Phoenix

Rutledge, Mary

Adjunct Faculty, Medical Technology
Certificate, Presbyterian Hospital School of Medical Technology;
BSMT, Belmont Abbey College
Certification: MT (ASCP)

Sheppard, Ellen

President
BS, James Madison University; MEd, Tarleton State University;
Vocational Training Specialist Certificate, Texas A & M University;
EdD, Nova Southeastern University

Shirley, Kelly

Faculty, Medical Technology
Certificate in Medical Technology, Mercy Hospital School of Medical Technology;
BS, Appalachian State University; MAEd, University of Phoenix
Certification: MT (ASCP) SBB

Short, Lindsay

Secretary III, Business and Finance

Short, Valerie

Adjunct Clinical Faculty, Nursing
AAS, Central Piedmont Community College; BSN, Winston-Salem State University
Licensure: Registered Nurse

Smither, Roy

Director, Radiologic Technology
AAS, Houston Community College; BS, University of Houston;
MA, University of Phoenix
Certification: RT (R)

Stanford, Deana

Adjunct Clinical Faculty, Nursing
BSN, University of North Carolina at Charlotte
Licensure: Registered Nurse

Tartt, John

Director, Emergency Medical Sciences
BS, Lee's McRae College; Certificate in Disaster Management & MPH,
University of North Carolina at Chapel Hill
Certification: EMT-P, Paramedic Instructor; ACLS Instructor

Taylor, Nancy

Faculty, Interdisciplinary Studies
BSN, Duke University; MPH, Boston University
Licensure: Registered Nurse

Terrell, Janice

Provost
BS, Illinois State University; MEd, University of Maine;
EdD, University of Central Florida

Thomasson, Susan B.

Coordinator, Phlebotomy Program
BS, Western Carolina University; MEd, University of North Carolina at Charlotte
Certification: MT(ASCP)SH, BCLS Instructor, Massage and Bodywork Therapist

Thompson, Wanda

Faculty, Nurse Aide
AS, Regents College of the University of the State of New York;
BSN, Winston-Salem State University; MSN, University of Phoenix
Licensure: Registered Nurse

Thornton, Sue T.

Director, General Education
BS, University of South Florida; MS, University of North Carolina at Charlotte

Tilley, Monica

Faculty, Nurse Aide
BSN, Malloy College; MSN, Hunter College
Licensure: Registered Nurse

Troxell, Rebecca

Faculty, Biology
BA, University of North Carolina at Chapel Hill;
PA, Wake Forest University; MSHS, George Washington University

Vasquez, Brenda

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

Watkins, Latisha

Admissions Representative
BS & MS, State University of New York at Buffalo

Watkins, Nancy

Coordinator, Placement/Tutoring & Faculty, English
BA, Southern Methodist University; MEd, Elmira College

Watts, Shannon

Adjunct Clinical Faculty, Nursing
Diploma, Presbyterian Hospital School of Nursing;
BSN, University of North Carolina at Charlotte
Licensure: Registered Nurse

Wheeler, Debi

Coordinator, Community Training Center; BSN, Emory University
Licensure: Registered Nurse

Woodard, Debbie

Faculty, Nursing
BSN, D'Youville College; MSN, Queens University of Charlotte
Licensure: Registered Nurse

Yarborough, Kimberly

Faculty, Medical Technology
Certificate in Medical Technology, Charlotte Memorial
Hospital School of Medical Technology;
BS, North Carolina State University
Certification: MT (ASCP) SH

