CABARRUS COLLEGE of HEALTH SCIENCES

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2026-2027 CATALOG & HANDBOOK

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

GREETINGS FROM THE PRESIDENT'S OFFICE

Dear Students,

Welcome to Cabarrus College of Health Sciences, a community united by purpose, compassion, and a commitment to improving the lives of others. On behalf of our faculty, staff, and leadership, I am delighted to welcome you as a member of our thriving academic community. Whether you are beginning your journey with us or continuing to pursue your education and career advancement, you are part of a college that is deeply committed to excellence in education, service, and the preparation of compassionate and practice-ready healthcare professionals.

Since our founding in 1942, Cabarrus College has remained focused on preparing healthcare professionals who are ready to lead with competence and compassion. For more than eight decades, we have built a proud legacy of providing progressive, exemplary healthcare education, and we are honored to welcome you to join our legacy. As a student at Cabarrus College of Health Sciences, you will benefit from our affiliation with Atrium Health and Advocate Health, providing rich hands-on learning opportunities across a nationally recognized healthcare network.

Through rigorous academics, immersive hands-on experiences, and personalized faculty mentorship, you will be equipped with the skills, knowledge, and confidence to thrive in today's dynamic, yet complex, healthcare landscape. You will be supported by dedicated faculty and staff who are invested in your success, well-being, and growth. We encourage you to make use of academic advising, wellness and accessibility services, career support, and student engagement opportunities to help you thrive both inside and outside the classroom.

As you progress through your studies, I encourage you to stay curious, ask questions, care for yourself and one another, and remain connected to the purpose that brought you to this profession. Your time here will be demanding, but it will also be transformative. The knowledge, skills, and relationships you build will carry forward into your career and the communities you will serve.

Thank you for choosing Cabarrus College of Health Sciences. We are proud you have chosen this college and honored to be part of your journey. I wish you success, fulfillment, and growth as you begin your journey!

With warmest regards,



Diane M. Uzarski DNP, MPH RN
President, Cabarrus College of Health Sciences

ACADEMIC CALENDARS

2026-2027

FALL SEMESTER

New Student Orientation (Online) and Enrollment Requirements deadline ..... Due by Aug 3
Fall Semester Tuition Due ..... August 10
Convocation ..... August 24
First Five Week Courses Begin ..... August 24
First Seven Week Courses – Begin ..... August 24
Full Semester Courses – Begin ..... August 24
First Five Week Courses – Drop Ends ..... August 26
First Seven Week Courses – Drop Ends ..... August 28
Full Semester Courses - Last Day to Drop/Add – Registration Ends ..... August 31
Labor Day Holiday *(No Classes – College Closed)* ..... September 7
Classes Resume ..... September 8
First Five Week Courses – Last Day to Withdraw from a Course ..... September 18
First Five Week Courses – End ..... September 27
Second Five Week Courses – Begin ..... September 28
First Seven Week Courses – Last Day to withdraw from a course ..... September 30
Second Five Week Courses – Drop Ends ..... September 30
First Seven Week Courses –End ..... October 11
Fall Break *(No Classes – College Closed)* ..... October 12-13
Classes Resume ..... October 14
Change of Major Forms Due ..... October 16
Second Seven Week Courses – Begin ..... October 19
May Intent to Graduate Form Due ..... October 23
Second Five Week Courses – Last Day to Withdraw from a Course ..... October 23
Second Seven Week Courses – Drop Ends ..... October 23
Second Five Week Courses – End ..... November 1
Third Five Week Courses – Begin ..... November 2
Registration for Spring & Summer Semester ..... November 3
Third Five Week Courses – Drop Ends ..... November 4
Veterans Day Holiday (No Classes – College Closed) ..... November 11
Full Semester Courses Last Day to Withdraw from a course ..... November 17
Second Seven Week Courses – Last Day to withdraw from a course ..... November 24
Third Five Week and Second Seven Week Course *(No Classes-All Week)* ..... November 23 – 29
Thanksgiving Holiday *(No Classes – College Closed)* ..... November 25 – 29
Classes Resume ..... November 30
December Graduate Clearance Forms Due ..... November 30
Third Five Week Courses – Last Day to Withdraw from a Course ..... November 30
Full Semester Courses – End ..... December 13
Second Seven Week Courses –End ..... December 13
Third Five Week Courses – End ..... December 13
Winter Recess *(College Closed Dec 21 - Jan 1)* ..... December 14 – January 10
Degree Conferral ..... December 18
Tentative Commencement ..... December 18

SPRING SEMESTER

New Student Orientation (Online) and Enrollment Requirements Deadline ..... Due by December 19
Spring Semester Tuition Due ..... January 5
Full Semester Courses - Begin ..... January 11
Five Week Courses – Begin ..... January 11
First Seven Week Courses – Begin ..... January 11
First Five Week Courses – Drop Ends ..... January 13
First Seven Week Courses – Drop Ends ..... January 15
Martin Luther King Jr. Holiday *(No Classes – College Closed)* ..... January 18
Full Semester Courses Last Day of Drop/Add – Registration Ends ..... January 19
Classes Resume ..... January 19
First Five Week Courses – Last Day to Withdraw from a Course ..... February 5

First Five Week Courses – End ..... February 14
Second Five Week Courses – Begin ..... February 15
Second Five Week Courses – Drop Ends ..... February 17
First Seven Week Courses – Last Day to Withdraw from a Course ..... February 17
First Seven Week Courses – End ..... February 28
Change for Major Forms Due by 5pm ..... March 5
Spring Break *(No Classes - College Closed March 8-9)* ..... March 8 - 14
Classes Resume ..... March 15
Second Seven Week Courses – Begin ..... March 15
December Intent to Graduate Forms due ..... March 19
Second Five Week Courses – Last Day to Withdraw from a Course ..... March 19
Second Seven Week Courses – Drop End ..... March 19
Good Friday Holiday *(No Classes – College Closed)* ..... March 26
Second Five Week Courses – Ends ..... March 28
Third Five Week Courses – Begin ..... March 29
Classes Resume ..... March 29
Registration for Fall Semester ..... March 30
Third Five Week Courses – Drop End ..... March 31
Second Seven Week Courses – Last Day to Withdraw from a Course ..... April 14
Full Semester Courses - Last Day to Withdraw ..... April 16
May Graduate Clearance Forms ..... April 16
Third Five Week Courses – Last Day to Withdraw from a Course ..... April 16
Full Semester Courses – End ..... May 2
Second Seven Week Courses – End ..... May 2
Third Five Week Courses – End ..... May 2
Degree Conferral ..... May 7
Tentative Commencement ..... May 15
Degree Conferral for CHSI Students ..... May 17

SUMMER SEMESTER

Summer Tuition Due ..... April 26
First Six Week Course Begins ..... May 10
Full Semester Course Begin ..... May 10
First Six Week Course - Last Day to Drop/Add – Registration Ends ..... May 17
Full Semester Course - Last Day to Drop/Add – Registration Ends for Full Summer ..... May 17
Memorial Day Holiday *(No Classes – College Closed)* ..... May 31
Classes Resume ..... June 1
First Six Week Course - Last Day to Withdraw from a Course ..... June 11
Juneteenth Holiday *(No Classes – College Closed)* ..... June 18
Classes Resume ..... June 21
First Six Week Course – End ..... June 20
Second Six Week Course- Begins ..... June 21
Second Six Week Course- Drop Ends ..... June 28
July Fourth Holiday *(No Classes – College Closed)* ..... July 5
Classes Resume ..... July 6
Full Summer Courses - Last Day to Withdraw from a Course ..... July 15
Second Six Courses - Last Day to Withdraw from a Course ..... July 23
Full Summer Courses – End ..... August 1
Second Six Week Course - End ..... August 1
Degree Conferral Date ..... August 6

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

ACCREDITATION AND APPROVAL

Cabarrus College of Health Sciences is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate, baccalaureate, and master's degrees. Cabarrus College of Health Sciences also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Cabarrus College of Health Sciences may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

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

In addition, many of the programs at Cabarrus College of Health Sciences are accredited by a governing body in that area of healthcare or health education. Each accrediting or approval body is listed below.

The College has approved programs for Veterans' Benefits
Department of Veterans Affairs, Office of Public Affairs;
810 Vermont Avenue NW, Washington, DC 20420 (800) 827-1000

The Louise Harkey School of Nursing Master of Science and Baccalaureate Degrees in Nursing are accredited by the:
Commission on Collegiate Nursing Education (CCNE)
655 K Street NW, Suite 750, Washington, DC 20001 (202) 887-6791

The Louise Harkey School of Nursing Associate Degree Nursing program is accredited by the:
Accreditation Commission for Education in Nursing (ACEN)
3390 Peachtree Road NE, Suite 1400, Atlanta, Georgia 30326 (404) 975-5000

The Louise Harkey School of Nursing Associate Degree and Prelicensure Bachelor of Science Degree programs are approved by
The North Carolina Board of Nursing
4516 Lake Boone Trail, Raleigh, NC 27607 (919) 782-3211

The Medical Assistant Diploma program is accredited by the:
Commission on Accreditation of Allied Health Education Programs (www.caahep.org)upon the recommendation of the
Medical Assisting Education Review Board (MAERB)
Commission on Accreditation of Allied Health Education (CAAHEP)
9355 – 113th Street N, #7709, Seminole, FL 33775 (727) 210-2350

The Occupational Therapy Assistant and the Master of Occupational Therapy programs are **accredited by the**:
Accreditation Council for Occupational Therapy Education (ACOTE) of the
American Occupational Therapy Association (AOTA), located at
7501 Wisconsin Avenue, Suite 510E Bethesda, MD 20814 (301) 652-AOTA (2682), www.acoteonline.org

The Bachelor of Science in Occupational Therapy Assistant program:
Has applied for accreditation and been granted **Candidacy Status** by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 7501 Wisconsin Avenue Suite 510E, Bethesda MD 20814. www.acoteonline.org

The Bachelor of Science in Respiratory Therapy is provisionally accredited by the:
Commission on Accreditation for Respiratory Care (CoARC)
264 Precision Blvd, Telford, TN 37690 (817) 283-2835, www.coarc.com

The Surgical Technology program is accredited by the:
Commission on Accreditation of Allied Health Education Programs upon the recommendation of the Accreditation Review Council on Education in Surgical Technology and Surgical Assisting (ARC/STSA).
Commission on Accreditation of Allied Health Education Programs (CAAHEP)
9355 - 113th St. N, #7709 Seminole, FL 33775 Phone: 727-210-2350; Fax: 727-210-2354
(727) 210-2350, www.caahep.org
The Accreditation Review Council on Education in Surgical Technology and Surgical Assisting
19751 East Mainstreet Suite #339 Parker, CO 80138 (303) 694-9262

There are no additional accreditations required for the following programs:
Associate of Science
Bachelor of Science in Biomedical Sciences
Bachelor of Science in Community Health and Wellness
Bachelor of Science in Community Paramedicine
Bachelor of Science in Health Sciences Leadership and Development
Bachelor of Science in Interdisciplinary Health Studies
Bachelor of Science in Medical Imaging
Master of Science in Health Sciences

RIGHT TO KNOW STATEMENT

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

- Graduation Rate Disclosure Statement: The calculation of graduation rates is listed as the percentage of diploma/degree-seeking undergraduate students in a particular year (entering cohort) completing their program on-time (150%). Cabarrus College utilizes the data from the Integrated Postsecondary Education Data System (IPEDS) Outcomes Measure to monitor and evaluate graduation rates for all undergraduate students. For more information, please visit the Student Achievement and Success Section under Student Consumer Information on the college's website: Student Consumer Information | Cabarrus College of Health Sciences Information on campus safety and security including crime statistics is available on the College website Safety and Security | Cabarrus College of Health Sciences)
- Information on Financial Aid is available upon request from the Financial Aid Office.

RIGHT TO REVISE

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

HISTORY

Cabarrus College of Health Sciences evolved from the Cabarrus County Hospital School of Nursing, founded by Louise Harkey in 1942 as a three-year diploma program to meet the demand for registered nurses during World War II.

February 2, 1942: Sixteen students enter the new nursing school.

1940s-50s: Dormitory, recreation, auditorium and classroom space expansion to accommodate enrollment growth.

1963: National League for Nursing (NLN) awards accreditation to the school.

1973: Curriculum revision shortens program to two years; North Carolina Board of Nursing approves the school as the first two-year, hospital-based nursing diploma program in North Carolina.

1988: Nursing diploma program transformed to meet the standards for Associate Degree in Nursing.
1992: Officially renamed as the Louise Harkey School of Nursing to mark the school's 50th anniversary and to honor its founder.

1996: The Louise Harkey School of Nursing becomes the cornerstone of the new Cabarrus College of Health Sciences, renamed in preparation for launching new allied health programs.

1997-2003: Medical Assistant, Surgical Technology, Nurse Aid, Occupational Therapy Assistant and Associate of Science programs added, along with Bachelor of Science degrees in Nursing (BSN) and Health Services Leadership and Management.

2004: The College partners with the NorthEast Foundation and the community to fund and build present facility on the campus of Carolinas HealthCare System NorthEast.

2005-2013: Additional programs added including Pharmacy Technology, certificate programs in Computed Tomography and Magnetic Resonance Imaging, Bachelor of Science degrees in Medical Imaging and Interdisciplinary Health Sciences, and an online RN to BSN.

2014: First master's degree (Occupational Therapy) program added.

2017: Students gained the opportunity to earn certification in Healing Touch and Infant Massage and become registered yoga teachers through elective coursework.

2018: Carolinas HealthCare System renamed Atrium Health.

2019: Carolinas HealthCare System NorthEast is renamed Atrium Health Cabarrus.

2020: Master of Science in Nursing program added.

2022: Cabarrus Health Sciences Institute, Bachelor of Science degrees in Health Sciences Leadership and Development, Community Health and Wellness and Biomedical Sciences added.

2023: Master of Science in Health Sciences, Accelerated Bachelor of Science in Nursing, Traditional Bachelor of Science in Nursing and Bachelor of Science in Respiratory Therapy programs added.

2024: Bachelor of Science in Community Paramedicine program added. New off-campus instructional site, Plaza Building, received approval from SACSCOC and opened in August

2025: Bachelor of Science in Occupational Therapy Assistant program added.

MISSION

Cabarrus College provides progressive, exemplary healthcare education.

VISION

To be the premier, private, residential health sciences college, preparing healthcare professionals and leaders who impact their communities through inclusive, innovative, and compassionate care.

CORE VALUES

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

Caring *which is demonstrated in the College by:*

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

Commitment *which is demonstrated in the College by:*

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

Teamwork *which is demonstrated in the College by:*

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

Integrity *which is demonstrated in the College by:*

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

COMMITMENT TO OUR STUDENTS

Cabarrus College is a leader in healthcare education, providing immersive and innovative programs to prepare caring, collaborative, and courageous healthcare professionals ready for a life of service to others.

COMMITMENT TO EQUITY AND OPPORTUNITY

Cabarrus College of Health Sciences is dedicated to excellence in healthcare education and community engagement by preparing professionals equipped to respond with care and integrity to a wide range of communities and global needs. The College is committed to ensuring that all students, faculty, and staff have access to fair opportunities for work and education in a supportive environment where they feel welcomed, respected, valued, and empowered to pursue their goals.

OUR INSTITUTIONAL CHARACTERISTICS

- A leader in healthcare education providing immersive and innovative programs.
- Dedicated students working alongside faculty mentors invested in their success.
- Healthcare professionals ready to serve with confidence, courage, and compassion.

EDUCATIONAL PHILOSOPHY

Cabarrus College boasts a rich history of passing the torch from one generation of healthcare professionals to the next. Our committed faculty and staff seek to present students with best practices of the profession, stimulating dialogues, evidence-based research, and challenging experiences leading to active student learning and self-discovery. Through this, students experience enlightenment, enrichment, and transformation preparing them to think critically, understand and creatively solve problems, and engage in a lifetime pursuit of scholarly knowledge and active citizenry.

GOALS

The College fulfills its mission by striving to: Strengthen the human, physical, and technological resources needed to improve student services, promote engagement, and best support the success of our learners.

- Have a positive impact on the communities we serve by partnering with community organizations, improving access to a Cabarrus College education, and creating a welcoming, supportive, and equitable environment that fosters a sense of belonging for all.

- Serve more learners through new program development, innovations in program delivery, strengthening the institutional brand, and optimizing resources across the emerging health sciences education system.

- Ensure long-term sustainability through diversifying revenue streams, improving teammate satisfaction, maximizing human and financial resources, and by leveraging technology to improve business processes.

ACADEMIC OFFERINGS

COMMUNITY HEALTH AND WELLNESS

The Community Health and Wellness degree is a unique hybrid bachelor's degree program which provides students with the knowledge, skills, and abilities needed to succeed in the professional fields of community health, disease prevention, lifestyle medicine, and health navigation.

COMMUNITY PARAMEDICINE

The Community Paramedicine bachelor's completion program offers associate degreed paramedics the opportunity to further their career in the future of healthcare by bringing care to the patients where they are most comfortable, at home. The online degree program provides the students with the knowledge, skills, and abilities to function as a community paramedic and sit for the community paramedic certification (CP-C).

HEALTH SCIENCES

The Cabarrus College Health Sciences programs develop leaders, educators, and practitioners in diverse healthcare fields. Specialized tracks at the Masters and Bachelor levels prepare students to support the growing demand for skilled professionals in healthcare.

Master of Science Degree

The Master of Science in Health Sciences has three tracks, Education & Training, Healthcare Leadership and Clinical Research. Students will select a track specific to their professional goals to develop advanced knowledge and abilities within a particular field. Core content is designed to develop leaders and advanced practitioners in diverse healthcare fields and focuses on the complexity of healthcare delivery in the United States. Topics include core concepts necessary to be a successful leader, including healthcare business and finance, statistics, and a survey of legal and ethical issues that confront healthcare leaders. Finally, students will complete a field experience that includes a professionally aligned research project to demonstrate advanced research skills.

Bachelor of Science Degrees

The Bachelor of Science in Health Sciences Leadership and Development program offers an opportunity to apply associate degree credits toward the completion of a bachelor's degree, Two tracks are available to allow the student to choose their focus: Healthcare Leadership or Health Professions Education. Both tracks feature the convenience of online learning - only the Healthcare Internship during the final semester will require an in-person learning experience at the chosen internship site. Graduates of the leadership track develop the knowledge and skills needed to climb the clinical ladder or transition into administrative roles, while the education track builds a strong foundation for teaching in higher education and leading impactful workforce training initiatives.

MEDICAL ASSISTANT

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

Associate of Science Degree

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

Diploma

Diploma students have the option of completing their one-year medical assistant diploma and becoming eligible to sit for certification by the American Association of Medical Assistants. To complete the diploma, students earn credit hours in medical assisting, math, English, and psychology. The Diploma program is offered in a hybrid format to meet students' needs. Theory courses are offered online with hands-on skills labs led by instructors on campus. Dependent upon enrollment, lab sections are offered both in the daytime hours as well as evening hours to meet students' work and family life needs.

MEDICAL IMAGING

The Medical Imaging program provides opportunities for credentialed medical imaging technologists, with an associate's degree, to apply their associate degree credits toward a bachelor's degree or certificate for the purpose of expanding their knowledge and skills in the imaging sciences.

Bachelor of Science Degree

The Bachelor of Science in Medical Imaging completion program is designed for imaging professionals seeking to enhance their primary imaging degree and learn skills beneficial for earning credentials in an advanced imaging modality, pursuing a management level position, transitioning into an educator or building a bridge to a master's degree. The completion program provides content and theory as suggested by the American Society of Radiologic Technologist core curriculum for a Bachelor of Science in Radiologic Science.

CT Certificate

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

MRI Certificate

The MRI certificate program provides 22 credit hours of structured education directly related to the specifications for the ARRT post primary examination. After successful completion of the program, the student will receive a certificate of completion. Students who complete the certificate program will generate an academic transcript at Cabarrus College, which may be applied to degree programs.

NURSING

The Cabarrus College Nursing programs provide students with the opportunity to acquire progressive nursing education experiences and prepare for joining the largest healthcare profession in the United States. Despite the large number of nurses already practicing, many more qualified nurses are needed to meet increasing demands at varying levels of care. The Nursing programs require preparation and integration of knowledge from the biological, social, and behavioral sciences, the arts, and nursing. The Nursing programs offer practice experiences designed to incorporate both direct and indirect care activities that impact health outcomes. Graduates are encouraged to continue their studies upon graduation at Cabarrus College of Health Sciences as applicable.

Master of Science Degree

The on-line (plus a practicum experience) Master of Science in Nursing (MSN) degree has two tracks, Leadership and Clinical Research, which prepare graduate nurses for advanced roles in nursing leadership and research. This program of study provides nurses with the confidence and ability to manage health care systems that incorporate modern technology. Students are presented with countless opportunities to develop and apply evidence-based decision making and broaden their understanding of information and outcomes management. In addition, the program builds upon the nursing profession by upholding nursing core values of quality care within each course. Students who complete this MSN degree are well positioned to pursue doctorial level education, influence the future of nursing, and apply their knowledge and clinical skills to educate, lead and mentor the next generation of nurses.

Bachelor of Science Degrees

Traditional Bachelor of Science in Nursing

This is a traditional four-year nursing degree for students seeking a direct path to a Bachelor of Science in Nursing. Students are admitted directly into the nursing program, i.e., students can satisfy their general education requirements and move directly into the nursing curriculum without having to apply separately to the nursing program providing the student has progressed through the general education requirements without having to repeat any courses. The BSN graduate is able to find jobs that offer financial and career security, flexibility, and opportunities for advancement.

Accelerated Bachelor of Science in Nursing

The accelerated Bachelor of Science in Nursing program builds on a prior bachelor's degree leading to a fulfilling second career as a registered nurse with a BSN degree. Students are awarded transfer credit for prior coursework and are able to complete the nursing coursework in as little as 4 semesters. The BSN graduate is able to find jobs that offer financial and career security, flexibility, and opportunities for advancement.

RN to BSN

In a rapidly changing healthcare environment, the online Bachelor of Science in Nursing (RN-BSN) degree enables the practicing registered nurse greater opportunities for flexibility, increased responsibility, and career progression. Coursework provides an in-depth study of health policy, nursing research, leadership and management, community health nursing, and current issues in nursing practice. An RN-BSN degree provides a foundation for graduate level education and opens the door for professional certification in a nursing specialty.

Associate of Science Degree

The Associate of Science Degree in Nursing is a two-year program that prepares students to become Registered Nurses (RNs). The program combines classroom instruction with hands-on clinical experience, focusing on providing competent and safe patient care. Graduates of the program demonstrate a high level of achievement, with a three-year first-time pass rate of 86% on the Registered Nurse licensure exam.

OCCUPATIONAL THERAPY

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

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

Master's Degree

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

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

bachelor's degree.

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

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

Bachelor of Science in Interdisciplinary Health Studies

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

Bachelor of Science in Occupational Therapy Assistant

The Bachelor of Science in Occupational Therapy Assistant program is a four-year program that is a growth-focused option that will set students apart for future educational and professional opportunities. Completion of this degree will prepare the graduate for leadership roles within the profession and graduate studies. Graduates will be prepared to sit for the National Certification Board Examination in Occupational Therapy Assistant.

Associate of Science Degree

The Associate of Science in Occupational Therapy Assistant program is a two-year program that focuses on entry-level clinical skills and evidence-based practice. Faculty members represent many areas of occupational therapy practice and provide students with a solid foundation in professional reasoning, critical thinking, and creative client-centered therapeutic interventions. Multiple sites are available for a variety of clinical experiences. Graduates will be prepared to sit for the National Certification Board Examination in Occupational Therapy Assistant.

RESPIRATORY THERAPY

The Bachelor of Science in Respiratory Therapy program prepares graduates to demonstrate competence in cognitive, psychomotor, and affective learning domains of respiratory care practice. Graduates will be encouraged to assume roles as healthcare leaders and educators in the field of respiratory care.

SCIENCE

Bachelor of Science in Biomedical Sciences

The Bachelor of Science in Biomedical Sciences program serves as a pre-professional pathway which focuses on basic, foundational, and health-related sciences. Graduates gain a solid education in coursework required for admission into graduate-level clinical and non-clinical programs, and attain advanced knowledge, skills, and values requisite for entry-level healthcare careers or graduate-level studies. The hybrid format with on-campus gateway courses and labs, accompanied by online upper-level courses, positions students well for success.

Associate of Science in Life Sciences

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

SURGICAL TECHNOLOGY

Surgical technologists are crucial members of the surgical team, working closely with surgeons, registered nurses, and anesthesiologists to provide the best possible care for patients in the surgical setting. They perform tasks ranging from maintaining aseptic conditions and preparing patients for surgery to assisting during surgical procedures. The Surgical Technology faculty provide exemplary educational and training opportunities which prepare graduates to function at their highest capabilities as surgical technologists.

Associate of Science Degree

Competent and humanistic practice as a surgical technologist demands a broad knowledge base and the development of intellectual skills as well as technical proficiency. Coursework emphasizes the safe use of instruments and equipment, advanced surgical techniques in a variety of specialties, and the importance of performing as a member of an interprofessional team. General education courses in anatomy and physiology, the social sciences, math, communications, and the humanities lead to the development of effective critical thinking and interpersonal skills. Graduates leave the program with the knowledge and clinical skills needed to sit for the National Board of Surgical Technology and Surgical Assisting (NBSTSA) certification examination and a solid foundation for future bachelor's degree studies.

Associate degree Bridge

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

ACADEMIC MINORS

BIOLOGY

A minor in Biology will complement many other disciplines, particularly in healthcare. Coursework included in this minor can be tailored to a student's particular interest in the biological sciences.

HEALTH PROFESSIONS EDUCATION

A minor in Health Professions Education will provide knowledge and skills to prepare a healthcare professional to develop and facilitate educational activities. Coursework included in this minor focuses on various methods of educating and training the healthcare team.

LEADERSHIP AND MANAGEMENT

A minor in Leadership and Management will help provide perspective into the skills necessary to lead and manage a highly effective healthcare team. Students pursuing this minor will choose from various Health Sciences Leadership (HSL) courses to meet the credit requirements for the minor.

GRADUATE EDUCATION

A minor in graduate level education will provide the graduate level student with a minimum of 9 graduate level credit hours. Students complete 3 courses in the areas of curriculum development, outcomes assessment, and simulation.

ADMISSION

Application for admission may be made at any time after completion of the junior year of high school. Applications are considered on a competitive basis as related to test scores, academic history (high school and college), academic and professional references, and essays (where applicable).

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

- Fall Semester Priority Application Date: January 1.
- Spring Semester Priority Application Date: October 1.
- Regular admissions review begins after the priority application date and continues on a rolling basis until programs are full.

REQUIRED APPLICATION INFORMATION

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

GENERAL COLLEGE ADMISSIONS

For admission to the College, all applicants must submit:

- A completed application and required non-refundable application fee.
    - Employees of Atrium Health and graduates of Cabarrus College, Carolinas College and Mercy School of Nursing, may complete a fast-track application for admission into specific programs. Some programs may also waive the application fee.
- Evidence of US Citizenship, a current Permanent Resident Card, or a current I-551 card from the Department of Immigration and Naturalization Services.
    - Students who fall under the Deferred Action for Childhood Arrivals Program (DACA) are eligible for admission and must submit documentation of proof of an I-821D application form, Notice of Action (I-797), and an EAC card with Category 33 designation.
- Two (2) professional references on the College Reference Form from persons who can attest to the applicant's professional and/or academic ability (such as a teacher/instructor/professor, counselor, co-worker, supervisor). See program specific admission information regarding the number and type of references required.

All applicants for Master Degree programs must submit:

- Official transcripts from all post-secondary institutions attended, including evidence of completion of the applicable Bachelor degree program. Minimum GPA on post-secondary coursework required. See program specific information.
- Essays that provide a clear and concise explanation of the applicant's interest in Cabarrus College and health sciences; and evaluates their ability to write and think critically. See program specific information as some programs request additional topics. Evidence of profession specific licensure if applicable. See program specific information. Essays are not required for MSN.

All applicants for Bachelor Completion Degree programs must submit:

- Official transcripts from all post-secondary institutions attended, including evidence of completion of the applicable Associate Degree program. Minimum GPA on required post-secondary coursework. Many programs require high school or college level algebra, geometry,

biology, and/or chemistry. An official high school transcript from an accredited institution may be required as evidence. See program specific information.
- Evidence of profession specific licensure if applicable. See program specific information.

All applicants for traditional Bachelor Degree programs must submit:

- Official transcripts showing evidence of graduation from an accredited high school or documentation showing the equivalent of a high school diploma.
- Official transcripts from all post-secondary institutions attended. Minimum GPA on required post-secondary coursework.
- Evidence of high school or college level algebra, geometry, biology, and/or chemistry coursework. See program specific information.
- Official documentation of standardized test scores (SAT or ACT).
    - Minimum required test scores for admission to Cabarrus College are:
        - SAT – 430 Reading and 380 Math
        - ACT – 18 Composite
        - Some programs may have higher standardized test score requirements. See program specific information for minimum requirements.

All applicants for Associate Degree and Diploma programs must submit:

- Official transcripts showing evidence of graduation from an accredited high school or documentation showing the equivalent of a high school diploma.
- Official transcripts of any post-secondary courses.
- Evidence of high school or college level algebra, geometry, biology, and chemistry coursework. See program specific information.
- Official documentation of standardized test scores (SAT or ACT).
    - Minimum required test scores for admission to Cabarrus College are:
        - SAT – 430 Reading and 380 Math
        - ACT – 18 Composite
        - Some programs may have higher standardized test score requirements. See program specific information for minimum requirements.

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

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

NOTE: Applicants for whom English is a second language will be required to submit a TOEFL (Test of English as a Foreign Language) score of 550 or above on the paper-based test (PBT), 79-80 (or 4.5) on the internet-based test (iBT), 8-9.5 on TOEFL Essentials, or 213 on the computer-based test (CBT) when language proficiency is an issue. Test scores must be submitted by the specified admission deadline. If the applicant has a high school diploma, GED, or a degree from an accredited post-secondary institution from the United States, they will not be required to submit a TOEFL for admission.

ENROLLMENT REQUIREMENTS

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

- Non-refundable tuition deposit, which is deducted from the tuition, but is non-refundable should the student choose not to enroll.
- Signed Consent for Release form along with the non-refundable Background and Sanction Check fee (see section below).
- Evidence of health insurance coverage. Health insurance coverage must be maintained while enrolled at the College.
- Verification of required immunizations.
    - North Carolina law requires all students entering undergraduate or graduate studies at any public or private college or university in North Carolina to provide proof of the following immunizations: Diphtheria, tetanus and pertussis (3 doses, one within the last ten years); polio (3 doses, only if under the age of 18); MMR (Measles, Mumps, Rubella) (2 doses or a positive titer); Hepatitis B (3 doses or a positive titer), and Meningococcal Conjugate (MenACWY) (2 doses if born in or after 2003).
    - Cabarrus College requires the following additional immunizations: varicella (chicken pox) (2 doses or a positive titer), flu vaccine (must be updated annually) and a Quantiferon Gold TB Test or a two-step TB Skin Test.
- Complete Physical and Emotional Health Assessment form to be completed by the student's healthcare provider indicating the applicant is physically and emotionally capable of undertaking the program in which he or she is to be enrolled.
- Student Information Sheet.
- Evidence of CPR Certification. (certification valid for two years and must be current throughout program).
- Negative twelve-panel drug screen conducted by a certified lab within 30 days prior to the first day of enrollment. The test will screen for the following drugs: THC marijuana, PCP phencyclidine, BAR barbiturates, BZP benzodiazepines, PPX propoxyphene, COC cocaine, MTD methadone, OPI opiates (including Heroin), OXY oxycodone, AMP amphetamine, MDMA ecstasy, and METH methamphetamines.
- Fingerprint clearance.
- Students enrolled in the following programs: CHW, BSCP, BSMI, HSLD, MSHS, and RN to BSN, are treated as online non-clinical students. They are excluded from the following requirements: TB Testing, Hepatitis B Vaccine, MMR Vaccine, Varicella Vaccine, Tdap Vaccine, CPR Certification, Drug Screening, and Fingerprinting.
- Students enrolled in AS and BMS are treated as non-clinical students. They are excluded from the following requirements: CPR Certification, Fingerprinting and TB Test.

Some health and immunization requirements must be updated annually. Students should consult their EXXAT account or contact the Associate Dean, Student Affairs and Enrollment Management to ensure that all requirements are satisfied each semester. Failure to maintain compliance with immunization requirements may result in class/clinical removal and/or delayed academic progression of the student.

BACKGROUND AND SANCTIONS CHECKS

Cabarrus College conducts appropriate background and sanction checks, screens accepted applicants and monitors current students to ensure a safe environment for clinical affiliates and the College. Background and Sanction checks conducted prior to official enrollment include but are not limited to the following: social security trace, criminal history, National Sex Offender Registry, and checks against duly authorized, licensing, disciplining and sanctioning authorities (including the Cumulative

Sanction List of the office of the Inspector General). Continuing students will be similarly investigated on a "for cause" basis. Convictions that will specifically preclude final acceptance to the College for all students include, but are not limited to:

1. A sex crime
2. Exploitation of an endangered adult
3. Failure to report battery, neglect, or exploitation of an endangered adult
4. Murder
5. Voluntary manslaughter
6. Involuntary manslaughter within the previous seven (7) years**
7. Battery within the previous seven (7) years**
8. A felony offense relating to controlled substances within the previous seven (7) years**
9. Abuse or neglect of a minor, child, or dependent
10. Failure to report the abuse of a minor, child, or dependent
11. Any act that, if it occurred at the organization, or affiliated sites, could compromise the safety or well-being of patients, employees, visitors, or volunteers of the organization.

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

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

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

The office of the Dean, Student Affairs and Enrollment Management will attest to clinical affiliates that students participating in clinical activities have been screened and meet the criteria of an acceptable Background and Sanctions check. Specific criteria from clinical affiliates may be used as a screening tool as requested by the clinical affiliate.

A student will be financially responsible for the cost of a new/updated Background and Sanctions check if requested by a clinical affiliate. Failure to remit payment may result in the clinical removal and/or delayed academic progression of the student.

NOTE: According to North Carolina statutes, having a previous conviction of certain misdemeanors or felonies may make the applicant ineligible for licensure and/or certification in selected healthcare fields. Furthermore, conviction of certain misdemeanors or felonies may make a student ineligible for placement in certain clinical/fieldwork/practicum sites.

CABARRUS HEALTH SCIENCE INSTITUTE (EARLY COLLEGE)

Cabarrus Health Sciences Institute is an education partnership between Atrium Health Cabarrus, Cabarrus College of Health Sciences and Cabarrus County Schools. This partnership provides high school students an opportunity to earn both high school and college credit while enrolled in the program. By earning enough credits, a graduating high school senior could exit high school with a diploma or associate degree or continue for an additional year or two (13th and/or 14th year) and complete an associate or bachelor degree. Students will be ready for workforce employment or may transfer to another four-year college or university to continue their studies. The student must enroll as a high school freshman to pursue this opportunity. For more information about the program, please contact Cabarrus County Schools.

CONCURRENT/DUAL ENROLLMENT

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

High School Students:

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

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

Upon admission, the student may enroll for a maximum of two courses each semester on a space available basis. To continue enrollment, students must attain a minimum grade of "B" in each course and must be re-approved by a high school official and Cabarrus College of Health Sciences' Director of Admissions and Recruitment each semester. Upon acceptance for concurrent enrollment the student may be required to meet additional enrollment requirements, such as immunization documentation.

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

NOTE: This policy does not apply to Cabarrus Health Sciences Institute students.

DEFERRED ENROLLMENT

The College provides the opportunity for students to defer their enrollment to the next enrolling semester. Students can defer admission for one period of enrollment. If a student defers their enrollment, the student must notify the College prior to the start of the new admission period. If the student does not enroll after one deferment period, their original tuition deposit will be forfeited, and they must reapply to the College. The student's file will be reviewed for admission upon acceptance of the new application.

NON-DEGREE ENROLLMENT

Cabarrus College of Health Sciences provides opportunities for students to enroll with a non-degree status in general education and some interdisciplinary and certification review courses. Enrollment is on a space available basis for a maximum of 15 semester hours. Exceptions to the limit of 15 semester

hours may be made for students enrolled through agreements made with other institutions or with the Provost's approval. Non-degree students pay tuition and fees according to the established schedule and submit proof of health insurance, background check, and college immunization requirements. See the current academic calendar in this publication for specific payment dates. Non-degree students are not eligible for financial aid and/or veteran's benefits. To be considered for enrollment as a non-degree student, the Application for Non-Degree Enrollment should be completed, and the non-refundable application fee paid, for each semester of enrollment. It is available online at www.cabarruscollege.edu.

READMISSION

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

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

Students who withdraw from, are suspended or administratively withdrawn from the College may be eligible for readmission within one year of the withdrawal date and must submit a new Application for Admission and required non-refundable application fee. Students will also be required to complete an updated background check and new or updated enrollment requirements. Students exceeding the one-year time frame must submit a new Application for Admission or an Application for Non-Degree Enrollment, as applicable.

The following will be used in considering readmission:

- length of absence
- current admission criteria (see Admission Policy)
- previous academic record
- outstanding financial obligations to the institution
- results of remedial work (as appropriate)
- compliance with suspension conditions for readmission
- program space availability

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

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

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

- The student must submit notification of intent to re-enroll upon completion of the period of service and complete all readmission requirements by the priority deadlines of January 1 for Fall Semester and October 1 for Spring Semester.
- The student must meet all enrollment requirements as listed in the current Cabarrus College Catalog.

TECHNOLOGY REQUIREMENTS FOR ALL STUDENTS

Cabarrus College is committed to providing exemplary, progressive healthcare learning experiences to students. The College maximizes the use of current digital technologies in the delivery of instruction, assessment of learning, instructional resources, and student support services. All students are required to own a laptop that meets or exceeds the technical specifications listed below. Note: Chromebooks do not meet instructional requirements. IPads may not be compatible with all college testing software.

- Operating System
- PC: 64-bit version of Windows 11
- MAC: Big Sur, Monterey, and Ventura
- Processor (CPU)
    - PC: Non-ARM based processor
    - MAC: Intel or m1 or greater processor
- Hard Drive
    - 8 GB
- Memory (RAM)
    - 8 GB USB Port (newer devices may require an adaptor)
- Software
    - Microsoft Office 365 (provided by the College - 5 licenses)
- Antivirus
    - Recommended
- =Multimedia
    - Multimedia capable (sound, microphone, webcam)
- Internet Speed
    - Minimum upload speed of 2.5 Mbps
- Browsers
    - Chrome 98 or higher
    - Firefox 97 or higher
    - Edge 98 or higher
    - Safari 14 or higher
- Screen Readers
- PC: JAWS (if applicable) (latest version for Chrome and Firefox)
  PC: NVDA (latest version for Firefox)
  MAC: VoiceOver (latest version for Safari)

Students are required to keep their personal computers up to date with the latest operating system updates, virus data files, general backups of device, etc. The College is not responsible for maintaining students' personal computers. In addition to a laptop, students are required to own a device which is compatible with the Microsoft, Google, and Duo Authenticators . The authenticator apps are used to facilitate secure access to College resources and systems.

TRANSFER CREDIT AND ADVANCED PLACEMENT

TRANSFER CREDIT

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

- Courses must have the same semester hour (or equivalent quarter hour) credit.
    - Conversion from a quarter hour unit is calculated at a rate of 1.5 quarter hours equals 1 semester hour.
- Courses must be documented on an official transcript and have a minimum grade of "C."
- Courses must be from a school that is accredited by a recognized accrediting body or if not, will be subject to departmental approval.
- Courses must have the equivalent content as determined by catalog course description or evaluation by the appropriate Program Chair/Dean and/or Office of Student Records and Information Management. Time limitations may restrict the transfer of some credits into the College if it is determined that course material is outdated. Biological science courses over five years old are not considered for transfer credit. If courses fall outside the timeframe, credit may be received by examination or on a case-by-case basis as a result of current experience in the discipline.
- Transfer credit will be considered for courses/degrees and for military services schools provided that the student utilizes an acceptable professional organization (e.g., American Council Education (ACE) Guide to the Evaluation of Educational Experiences in the Armed Services, World Education Services (WES), or any NACES approved evaluator), for evaluation of/conversion to college credits.
- Humanities transfer credit is limited to the types of humanities courses offered at Cabarrus College, including but not limited to World Literature, Music Appreciation, Art Appreciation, World Religions, Introduction to Hispanic Culture and Language for the Healthcare Professional, Women in Art, and Communication, Culture, and the Community. All courses that are approved for the HUM ELECT transfer credit must either contain a cultural and historical/human element in the course description (or in the course objectives or syllabi) or be specified in a signed articulation agreement.

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

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

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

All transfer credits must be finalized with the Office of Student Records and Information Management by the end of the first semester of enrollment. After a student has been accepted to the college, the Office of Student Records and Information Management will review and award approved transfer credits. All transfer credits must be finalized with the Office of Student Records and Information Management by the end of the first semester of enrollment. If a student enrolls in a course for which transfer credit is being sought, the College will not reimburse tuition. Students are encouraged to compare their program curriculum plan to their degree audit to confirm transfer credit awarded and the courses in which to register.

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

Courses accepted for transfer credit cannot be repeated without permission of the Program Chair and the Provost.

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

BLOCK TRANSFER CREDIT INTO BACCALAUREATE COMPLETION PROGRAMS

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

Block credit will be evaluated using the following criteria:

- The transferring program must be accredited by the national body responsible for accreditation in that particular discipline.
- The Program Chair for the baccalaureate degree program will evaluate the curriculum based on the accreditation essentials for the discipline and recommend to the Office of Student Records and Information Management the amount of credit to be granted in the block.
- The Office of Student Records and Information Management will review the recommendation and award the credit deemed appropriate but not to exceed the following:
    - Community Paramedicine, Interdisciplinary Health Studies, Medical Imaging and Health Sciences Leadership and Development: Up to 69 credit hours for prior coursework in a diploma or associate degree program
    - Bachelor of Science in Nursing (ABSN): 60 credit hours
    - Bachelor of Science in Nursing (RN-BSN): 72 credit hours
- Block transfer credit is validated by evidence of professional certification of the applicant at the time of application or successful completion of the appropriate national certification or state licensure prior to admission.
- In cases where the program from which the credit is earned is less than an associate degree, specific baccalaureate programs in the College may require additional coursework.
- Courses taken outside the scope of the program curriculum will be considered on a course-by-course basis.

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

Faxed transcripts are considered unofficial and may be used as working documents ONLY.

COLLEGE BOARD ADVANCED PLACEMENT (AP), INTERNATIONAL BACCALAUREATE (IB), REGENT'S EXAMS & CLEP EXAMS

Students may earn credit for the general education courses by attaining acceptable scores (3, 4 or 5) on the Advanced Placement Program (AP exam) of the College Entrance Examinations Board (CEEB); a credit granting score of 50 or better on College Level Examination Program (CLEP) subject exam of the College Board; or a "C" or better on a Regent's exam; or a score of 5 or 6 for the appropriate course on an International Baccalaureate (IB) examination. Credit by examination appears on the student's transcript but is not included in the calculation of GPA.

CREDIT BY DEPARTMENTAL EXAMINATION

Credit by departmental examination is available to students who have had experiences (e.g., employment, course work) that do not warrant transfer credit or advanced placement for a course but indicate a probable proficiency in the area of study as determined by the program chair. Eligible courses vary by program.

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

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

A course must be challenged before the course begins. A grade of "80" or better is required to receive credit for the course.

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

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

CREDIT FOR LIFE EXPERIENCE

"Life experience" is the mastery of course content and/or student learning outcomes gained through applicable work experience or specialized training. These experiences are obtained outside of a formal academic setting. Learning experiences must occur within five years of the current application date. Students requesting credit for life experience must first meet all requirements for admission and enrollment and submit the following items to the Office of Student Records and Information Management:

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

If the Program Chair or Subject Matter Expert determines that the submitted materials demonstrate applicable life experience, transfer credit is awarded for the course.

EXTRA-INSTITUTIONAL CREDIT FOR LICENSED PRACTICAL NURSES (LPNS)

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

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

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

FINANCIAL INFORMATION

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

ESTIMATED EXPENSES

Undergraduate Tuition

Tuition is charged according to the following schedule:

- 12-16 credit hours.....$8,487 per semester
- 7-11 credit hours.....$5,835 per semester
- 6 or less credit hours.....$530 per credit hour
- Each additional credit hour above 16.....$530 per credit hour
- Associate of Science in Nursing (ADN) Program.....$679 per credit hour
- Bachelor of Science in Nursing (RN to BSN) Program.....$461 per credit hour
- Traditional Bachelor of Science Nursing (TBSN).....$679 per credit hour
- Accelerated Bachelor of Science Nursing (ABSN).....$764 per credit hour
- Bachelor of Science in Respiratory Therapy (BSRT).....$679 per credit hour

General Fees

General fees are applicable to all degree, diploma and certificate students (excluding RN-BSN) and are non-refundable:

Technology Fee

- 4 or more credit hours.....$155 per semester
- 3 or less credit hours.....$25 per semester

The College utilizes the funding from the technology fees to offset a portion of the costs associated with facilitating and supporting student learning. Costs include but are not limited to infrastructure,

classroom and lab technologies, student information and financial systems, learning management systems, instructional tools, and assessment solutions. Some examples of tools students use are Sonis, Canvas with 24/7/365 help desk support, student printing, Microsoft Office 365, and simulation and clinical lab technologies.

Records Fee

- $60 per semester

The College utilizes funding from the records fee to offset a portion of the costs associated with maintaining the student required documents/records repositories; including but not limited to Exxat and My Clinical Exchange.

Student Activity Fee

- $75 per semester

Student Activity fees are used to support various student events and activities sponsored by the College, Student Affairs, as well as those sponsored by the Student Government Association (SGA). Additionally, activity fees are used to offset a portion of the costs of academic student support services such as online tutoring platform(s).

Special Fees

Special fees are applicable when appropriate and are nonrefundable:

- Application Fee for Admission or Readmission $50
- Background Check Fee $80
- Entrance Fee and Convocation $60
- Credit by Examination Fee
  - Laboratory course ..... $150 per course
  - Non-laboratory course ..... $100 per course
- Credit by Experiential Learning ..... $150 per course
- Intent to Graduate ..... $120 per intent
- Late Payment ..... $100 per semester
- Late Registration or Document Submission ..... $50 per semester
- Payment Plan ..... $50 per semester
- Course Audit Fee ..... Variable
- Return Check ..... $25 per check
- Lost Badge/Parking Sticker ..... $10 each
- Transcript
  - Electronic Transcript with NSC Platform Delivery $5.50
  - Electronic Transcript with Email Delivery $6.50
  - Standard USPS Mail Delivery $13.10
- Tuition Deposit $200
- Curriculum Leave of Absence Fee $100
- Course Fee ..... Variable

Graduate Tuition

- Master of Occupational Therapy Tuition ..... $11,246 per semester
- Master of Science in Nursing ..... $573 per credit hour
- Master of Science in Health Sciences ..... $573 per credit hour

General Fees - Graduate

General fees are non-refundable.

Technology Fee – excluding Master of Science in Nursing

- 4 or more credit hours ..... $155 per semester
- 3 or less credit hours ..... $25 per semester

The College utilizes the funding from the technology fees to offset a portion of the costs associated with facilitating and supporting student learning. Costs include but are not limited to infrastructure, classroom and lab technologies, student information and financial systems, learning management systems, instructional tools, and assessment solutions. Some examples of tools students use are Sonis, Canvas with 24/7/365 help desk support, student printing, Microsoft Office 365, and simulation and clinical lab technologies.

Records Fee

- $60 per semester

The College utilizes funding from the records fee to offset a portion of the costs associated with maintaining the student required documents/records repositories; including but not limited to Exxat and My Clinical Exchange.

Special Fees – Graduate

Special fees are applicable when appropriate and are nonrefundable:

- Application Fee for Admission or Readmission $50
- Background Check Fee $100
- Credit by Examination Fee
  - Laboratory course ..... $150 per course
  - Non-laboratory course ..... $100 per course
- Credit by Experiential Learning ..... $150 per course
- Intent to Graduate ..... $100 per intent
- Late Payment ..... $100 per semester
- Late Registration or Document Submission ..... $50 per semester
- Payment Plan ..... $50 per semester
- Course Audit Fee ..... Variable
- Returned Check ..... $25 per check
- Transcript
  - Electronic Transcript with NSC Platform Delivery $5.50
  - Electronic Transcript with Email Delivery $6.50
  - Standard USPS Mail Delivery 13.10
- Tuition Deposit $200
- Curriculum Leave Fee $100
- Course Fee ..... Variable

CONSEQUENCES OF NON-PAYMENT

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

- deny admission to class or clinical activities
- deny registration
- administrative withdrawal from the College
- withhold the granting of degrees, diplomas, or certificates

- deny participation in graduation activities
- add a late fee to student account
- submit student account to collections agency

Note:

- Tuition and fees must be paid by the deadline or registration will be subject to cancellation.
- Tuition and fees not paid on time will be subject to a late fee.
- Tuition and fees are subject to change each academic year.

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

The College will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that an individual described above borrow additional funds, on any person described above because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement funding from Veteran's Affairs under chapter 31 or 33.

FINANCIAL ASSISTANCE

The goal of student financial assistance is to provide resources to students that without such funding would otherwise be unable to attend Cabarrus College. The College begins with the assumption that the parents and students have the primary responsibility for meeting education costs to the extent that they are able, which often includes sacrifices.

All students who plan to apply for financial aid must complete the Free Application for Federal Student Aid (FAFSA) at www.studentaid.gov. To receive maximum consideration for all available financial aid programs, the FAFSA should be filed as soon as possible prior to each academic year for which a student wishes to be considered for financial aid.

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

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

- Need is determined by subtracting the resources of the student and the family's contribution from the total student expenses.
- The total financial aid awarded will never exceed the total cost of attending Cabarrus College.
- The total cost of attendance is determined by the financial aid office and may include tuition, fees, housing, food, books, transportation, and miscellaneous expenses.
- The award may include a combination of funds from scholarships, grants, and loans.

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

Please find the Cabarrus College code of conduct with respect to Student loans:
https://cabarruscollege.edu/financial-information

TYPES OF FINANCIAL ASSISTANCE

Federal Grants

Federal Pell Grants

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

Federal Supplemental Educational Opportunity Grant (FSEOG)

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

Loans and Work Study

William D. Ford Direct Federal Loans

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

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

Direct Subsidized Loans are for undergraduate students with demonstrated financial need, as determined by the FAFSA. No interest is charged while a student is in school at least half-time or during the grace period. The grace period is a period of time after a student graduates, leaves school, or drops below half-time enrollment before repayment of loans must begin.

Direct Unsubsidized Loans are not based on financial need; interest is charged during all periods and are available to graduate and undergraduate students.

Students or parents seeking to receive a Federal Direct loan must have a valid master promissory note on record. New students apply online at www.studentaid.gov and will use their FSA ID number from the FAFSA to sign the master promissory note electronically. New students must also complete "Entrance Counseling" to receive a Federal Direct Loan. Both of these counseling modules may be found at www.studentaid.gov after you sign into the site with your FSA ID. Students or parents with an active master promissory note (MPN) are not required to complete a new MPN. Upon graduation or leaving the college, students who received a Federal Direct Loan while enrolled must complete Exit Counseling at www.studentaid.gov. Failure to complete this requirement will result in a hold being placed on the student's academic transcript until the requirement is met. Additionally, the Graduation Clearance Form cannot be signed off by the Financial Aid office.

Direct Plus Loans are low-interest loans for parents of dependent students. Interest is charged during all periods, beginning on the date of your loan's first disbursement. Parents cannot have an adverse credit history; a credit check will be performed. Parents may apply online at www.studentaid.gov and will also use their FSA ID number from the FAFSA to sign the master promissory note electronically and to complete required counseling. A new application and a Master Promissory note is required each academic year. The Parent PLUS loan is limited to $ 20,000 per child per academic year. The maximum lifetime limit for the Parent PLUS loan per child is $ 65,000.

Fees & Rates Associated with Direct Loans

Loan Origination Fees

Most federal student loans have loan fees that are deducted proportionately from each loan disbursement you receive. This means the money you receive will be less than the amount you actually borrow. For information on current interest rates and origination fees associated with these federal loans, please visit: www.studentaid.gov.

Academic Year Loan limits for Undergraduate Dependent students as determined by Federal guidelines

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

Academic Year Loan limits for Graduate students

- Graduate - $ 20,500 Unsubsidized only

If you are an independent undergraduate (as defined by federal regulations) or a dependent student whose parents are unable to secure a PLUS loan, you may have a higher Unsubsidized Direct Loan funds than shown above (See total Unsubsidized Loan eligibility for Independent students below). Academic Year (12 months) Loan Limits:

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

Student loans are prorated for any student who is not considered full time in the semester. Dropping a course during a semester after loan disbursement may result in a reduction in your federal loan in the following semester.

Student loans are subject to lifetime limits that are determined by the Department of Education. Students that have received Federal loans prior to attending Cabarrus College may have limited loan eligibility left that can impact offered loan amounts. For the current listing of the student lifetime loan limits, please visit www.studentaid.gov. Students who have exceeded lifetime limits for loans during enrollment at prior schools cannot receive any federal funding until the overpayment is paid down by the student or a reaffirmation form is completed and received by the Federal loan servicer.

Local and Endowed Scholarships

Cabarrus College of Health Sciences receives financial support for scholarships from endowed memorial funds, community organizations and foundations that provide funding for qualified students. This assistance is applied only to the total cost associated with attending for the current academic year. In addition, students may participate in a number of state and federal programs. The Endowed Scholarships are awarded by the Cabarrus College Scholarship Committee based on a combination of criteria including financial need, instructor recommendation, merit, essay response and club and activity participation as well as program of study. Current students receive an email from the Financial Aid office when the application is available for them to complete.

Community Scholarships

These scholarships are subject to change based on available funding.

- Cabarrus County Medical Society and CCMS Alliance Scholarship
- UPS Scholarship

Endowed Scholarships

- Anita A. and Terry L. Brown Scholarship
- Beatrice Waddell Calloway Scholarship
- Cabarrus College General Scholarship
- Cabarrus College Student Scholarship
- Atrium Health Cabarrus Medical Staff Endowed Scholarship
- Caroline Walker Memorial Scholarship
- Charlotte Radiology Medical Imaging Endowed Scholarship
- Coltrane Spirit of Community Scholarship
- Dr. Cam and Margarita Cruikshank Scholarship
- Dr. Dianne O. and Richard H. Snyder Scholarship
- Dr. John J. and Doris Smerznak Scholarship
- Dr. Linny and Joyce Baker Nursing Scholarship
- Dr. and Mrs. Thomas T. Long, III Scholarship
- Dr. W. Russell Floyd Scholarship
- G.E. Lentz Plumbing and Heating Scholarship
- Gene and Mary Isenhour Scholarship
- Jean Tippett Partridge Memorial Scholarship
- Johnette Padgett Whitley Nursing Scholarship
- Kay Linker Pediatric Nursing Merit Scholarship
- Linda Stiller Donald Scholarship
- Louise Harkey Memorial Scholarship
- Mary "Gibby" Lee Scholarship
- Robert Weaver Scholarship
- Rose Liberto Nursing Scholarship
- Ruby Dickerson Whitfield Memorial Scholarship
- Susan Howell Bare Nursing Scholarship
- Thomas Haywood Endowed Scholarship
- Volunteers of Atrium Health Cabarrus Scholarship
- Dr. George W. Liles Scholarship
- Ralph A and Sandra B Barnhardt Scholarship

Federal Tax Credits

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

Institutional Awards/Scholarships

Cabarrus Cares Award

A need-based institutional aid award for new students who enroll full-time directly from a North Carolina High School and demonstrate financial need.

Eligibility

Applicant must meet the following eligibility requirements:

- Be a North Carolina resident enrolling directly from high school (within one year of graduation)
- Be enrolled full time
- Complete the Free Application for Federal Student Aid (FAFSA)
- Demonstrate financial need based on calculated Student Aid Index (SAI) from the FAFSA

Amount

- Varies

Merit Scholarships

A merit-based award for new students who enroll full-time directly from a North Carolina High School. Awards are based on high school academic performance (grade point average) and standardized test scores (ACT or SAT) as follows:

President's Scholarship: Weighted high school GPA 4.0 or higher and ACT score 24 or higher or SAT composite score 1160 or higher
Amount: $3,000/year

Dean's Scholarship: Weighted high school GPA 3.50 - 3.99 and ACT score 21-23 or SAT composite score 981-1159
Amount: $2,000/year

Program Chair's Scholarship: Weighted high school GPA of 3.00 - 3.49 and ACT score 18-20 or SAT composite score 960-980
Amount: $1,000/year

1942 Club Award

A need-based institutional aid award for new students who enroll full-time directly from high school with a 3.0 high school GPA and demonstrated financial need.

Eligibility

Applicant must meet the following eligibility requirements:

- Be a North Carolina resident enrolling directly from high school with a 3.0 high school GPA (on a 4.0 scale)
- Be enrolled full time
- Complete the Free Application for Federal Student Aid (FAFSA)
- Demonstrate financial need based on calculated Expected Family Contribution (EFC) from the FAFSA

Amount

- $1000 (number of scholarships determined by the fund balance)

New Student Legacy Award

New students who are dependents (as determined by the FAFSA) of previous Cabarrus College graduates are eligible to receive a New Student Legacy Scholarship. Students will present name, degree, and graduation date of alumni for verification.

Amount: $500/year

See New Student Awards Terms & Conditions distributed upon receipt of award.

Transfer Student Scholarships

For new transfer students who previously attended a US regionally accredited institution of higher education.

North Carolina Community College Partners Scholarship

Need-based award for new students who enroll full time directly from Central Piedmont Community College, Rowan-Cabarrus Community College or Stanly Community College; must have a community college cumulative GPA of 3.0 or higher. Covers up to 100% of tuition and general fees, after expected family contribution and other grants and scholarships are applied, for students from North Carolina who also demonstrate financial need. Those with a previous bachelor's degree are not eligible but may qualify for the tuition discount program.

Amount: Varies

North Carolina Community College Allied Health Transfer Scholarship

Merit-based award for new transfer students who enroll full time directly from any NC community college into an allied health bachelor's degree program (Biomedical Sciences, Community Health & Wellness, Community Paramedicine, Health Sciences Leadership and Development, Medical Imaging or Respiratory Therapy); must have a community college cumulative GPA of 3.0 or higher.

Amount: $1,500/year

North Carolina Community College Nursing Transfer Scholarship

Merit-based award for new transfer students who enroll full time directly from any NC community college in a bachelor's degree nursing program (RN-BSN or four-year BSN); must have a community college cumulative GPA of 3.0 or higher.

Amount: $1,500/year

Phi Theta Kappa (PTK) Transfer Award

Awarded to new transfer students who are inducted members of Phi Theta Kappa, the national honor society for two-year colleges. The scholarship does not require a minimum GPA, just proof of membership, and is "stackable" with other forms of institutional aid

Amount: $1,000/year

Transfer Student Legacy Award

New transfer students who are dependents of previous Cabarrus College graduates are eligible to receive an Alumni Legacy Scholarship. Students will present name, degree, and graduation date of alumni for verification.

Amount: $500/year

See Transfer Student Awards Terms & Conditions distributed upon receipt of award.

Second Bachelor's Degree Resources

New Directions Scholarship

The New Directions Scholarship is a unique opportunity for full-time (12 credit hours or more) students with a previous bachelor's degree in any field who want to pursue an Accelerated Bachelor of Science in Nursing degree.

Student must have a GPA of 3.25 or higher from the most immediate previous bachelor's degree and have $6,000 or more in unmet need (using tuition and general fees cost)

Amount: $3,000 maximum/Academic year

Second (2nd) Bachelor's Degree Bridge Course Tuition Discount

New undergraduate students with a previous bachelor's degree who must complete prerequisite "bridge" courses to finalize their application to a degree program at Cabarrus College may receive a 75% tuition discount. Students must enroll as a non-degree student in bridge courses necessary for admission consideration.

Atrium Health Teammate Awards and Aid

Atrium Health Teammate Dependent Award

Awarded to a dependent student (as determined by a current FAFSA form) of a current Advocate/Atrium Health employee.

Eligibility

Applicant must meet the following eligibility requirements:

- Be enrolled full time in an Undergraduate program.
- Complete a form for the Director of Financial Aid
- Complete a current Free Application for Federal Student Aid (FAFSA) form.

Amount

- $1000 maximum yearly award

Advocate/Atrium Health Employee Education Benefit

Advocate Health's Education Assistance Benefit program gives eligible teammates access to a range of learning programs designed to remove financial barriers, expand access to education and support growth at every stage of their career. Teammates may visit the education assistance eligibility page on People Connect for more information. This program is administered by Advocate/Atrium Health, not Cabarrus College.

Other Scholarships and Aid

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

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

Owl Scholarship

For students with demonstrated need and extenuating circumstances.
Amount: Varies

Please visit Cabarrus College website (Financial Aid Resources - Financial Information | Cabarrus College of Health Sciences) for a list of additional financial aid resources.

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

- Cabarrus County Medical Assistants
- The American Occupational Therapy Foundation

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

Veterans Affairs Benefits

Cabarrus College respects the commitment our service men and women have made to our country and thank you for your service. There are three VA certifying agents at Cabarrus College of Health Sciences who are located in the Student Support Center (room 133) and who look forward to helping students achieve their healthcare degree. Current information and resources for our veteran students is provided on our college web site at Veterans | Cabarrus College of Health Sciences A bulletin board located in the hallway near room 133 on the first floor provides updates that impact our VA students and helpful resources.

Cabarrus College has programs approved for Veterans Affairs (VA) benefits through the NC State Approving Agency. Go to **www.va.gov** for information on VA benefits and how to apply for eligibility. Please check with the VA certifying agent to make sure your program is an eligible program for VA benefits.

The College will permit any individual entitled to educational assistance under chapter 31, Vocational Rehabilitation and Employment, or chapter 33, Post-9/11 GI Bill benefits to attend or participate in the course of education during the period beginning the date the individual provides to the College a VA certificate of eligibility for entitlement to educational assistance under chapter 31 or 33 (a certificate of eligibility" can also include a "Statement of Benefits" obtained from the Department of Veterans Affairs (VA) website – eBenefits, or a VAF 28-1905 form for chapter 31 authorization purposes) and ending on the earlier of the following dates:

1. The date on which payment from VA is made to the institution.
2. Ninety (90) days after the date the institution certified tuition and fees following the receipt of certificate of eligibility.

The College will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that an individual described above borrow additional funds, on any person described above because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement funding from VA under chapter 31 or 33.
Please contact one of the VA certifying agents listed below for additional information.
Valerie Richard (704) 403-3507 valerie.richard@cabarruscollege.edu
Alexis Hogue (704) 403-2387 alexis.hogue@cabarruscollege.edu
Mary Elmore (704) 403-3218 mary.elmore@cabarruscollege.edu

North Carolina Grants

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

North Carolina Need Based Scholarship

Eligibility for this program is based on financial need as determined by a current FAFSA form. Students must be North Carolina residents as determined by the North Carolina State Residency Tool. Students must apply for residency status online at https://ncresidency.cfnc.org/residencyInfo/# to receive State Scholarships. Students who already have a previous bachelor's degree will not be eligible for

this funding. Students must be enrolled in six or more program required course hours.

Forgivable Loans – requires service repayment.
North Carolina Forgivable Education Loans for Service Program (FELS). The Forgivable Education Loans for Service provides financial assistance to qualified students enrolled in an approved program and committed to working in critical employment shortage professions in North Carolina. Program details are available at http://www.cfnc.org/FELS. Student must apply for residency status online at: https://ncresidency.cfnc.org/residencyInfo/# and be approved as a NC resident.

SATISFACTORY ACADEMIC PROGRESS FOR FINANCIAL AID

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

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

Qualitative Measure

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

Quantitative Measure

- Hours Attempted: 67% of the total credit hours attempted must be successfully completed. Hours attempted include transfer hours accepted into the current program, hours for courses that are repeated, and hours from course withdrawal.
- Maximum Time Frame: Federal regulations limit the maximum timeframe to no more than 150% of the length of the program as measured in credit hours. Hours attempted include transfer hours accepted, hours for courses that are repeated, and hours from course withdrawal. Courses that a student has received an incomplete grade in will not be included in successfully completed until a passing grade is earned.
- Examples of the 150% rule are: Associate degree programs (ADN): 72 credit hours x 150% = 108 credit hours attempted. Diploma programs (MA-D): 38credit hours x 150% = 57credit hours attempted. Baccalaureate degree completion programs (BSN): 59 credit hours x 150% = 89 credit hours attempted. Master's degree (MOT): 70 credit hours x 150% = 105 credit hours attempted.

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

Students are notified of their failure to meet the requirement through email. The email includes details on where students may review the policy and how to file an appeal. **Students not meeting both**

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

Appeals

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

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

Appeals generally given consideration involve the following:

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

Students will be notified of the appeal decision within two weeks of receipt of the written appeal request. Students granted an appeal will be on SAP Probation which means they are approved to receive available Financial Aid for one semester only. A student denied an appeal is not eligible to receive Financial Aid for any remaining semesters until they meet all SAP requirements. SAP Probation is only granted once per student.

STUDENT RESPONSIBILITIES AND FINANCIAL AID

Students are expected to fulfill the following responsibilities regarding their financial aid.

- Review and consider all information about a college's program before enrolling.
- Pay special attention to the application for student financial aid, complete it accurately and submit it on time to the right place. Errors can delay the receipt of financial aid. Intentional misreporting of information on application forms for federal financial aid is a violation of law and is considered a criminal offense subject to penalties under the US Criminal Code.
- Return all additional documentation, verification, corrections, and/or new information requested by either the college or the agency to which the application has been submitted. These required forms can be viewed when a student logs into their Net Partner account and required completed documents must be uploaded back to their Net Partner account.
- Read and understand all forms before signing and keep copies of them.
- Accept responsibility for all loan agreements signed.
- Loan recipients must notify the College and the lender of changes in address, name, or college status.
- Know and comply with the deadlines for application for aid.
- Know and comply with the College's refund procedures.
- Notify the financial aid office of any change in course load.
- Notify the financial aid office of any change in financial situation, either before or after an award is made.

Changes in federal or state policy could affect the information printed in this Catalog. Complete and current financial aid information (i.e., policies and procedures, types of aid, handbook, etc.) is available from the Financial Aid Office upon request. To request information, call 704-403-3507.

STUDENT RIGHTS AND FINANCIAL AID

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

Students have the right to ask a college:

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

REFUND POLICY

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

Date on official Withdrawal Form is: ..... % of Tuition Refunded

- On or before the end of drop/add. 100%
- Within the first 10% of the semester days enrolled..... 75%
- From 11% to 25% of the semester days enrolled..... 50%
- After 25% of the semester days enrolled 0%

Tuition deposits and required fees are nonrefundable. Refunds are not given to any student who is dismissed or does not officially initiate withdrawal from the College (see Withdrawal, Probation and Dismissal Policies in this publication). Absence from class does not constitute official withdrawal.

RETURN OF TITLE IV FUNDS

Title IV funds and State funds are awarded to a student under the assumption that the student will attend school for the entire period for which the assistance is awarded. When a student withdraws, the student may no longer be eligible for the full amount of Title IV and State funds that the student was originally scheduled to receive. If a recipient of a Title IV grant, loan funds, and State scholarships withdraws from a school during the semester, the amount of the aid earned by the student must be determined. If the amount disbursed to the student is greater than the amount the student earned, unearned funds must be returned.

The completed withdrawal form alerts the Director of Financial Aid to complete the calculation of and return of Title IV funds according to federal requirements. Students receive notification of the amount of funds unearned that must be returned. Refunds are made first to student financial aid programs and scholarship funds as required by the terms and conditions of the programs, then to the student if applicable. All withdrawal forms must be submitted prior to the end of the semester.

ACADEMIC INFORMATION AND POLICIES

ACADEMIC CLASSIFICATION

Certificate-Seeking Students:
Status does not vary by credit hours earned

Diploma Seeking Students:
Freshman – status does not vary by credit hours earned

Undergraduate Degree-Seeking Students:
Freshman – 0-29 semester credit hours earned
Sophomore – 30 – 59 semester credit hours earned
Junior - 60-89 semester credit hours earned
Senior - 90 – 120 or more semester credit hours earned

Graduate Degree-Seeking Students:
Graduate Student – status does not vary by credit hours earned

"Credit hours earned" includes hours approved as transfer credit.

ACADEMIC GRIEVANCES AND APPEALS

The following are processes and procedures for academic grievances and appeals. A student has the right to grieve and appeal a grade, an academic policy decision, or academic college dismissal.

A grievance is a complaint based on the belief that one has been treated unfairly. "Unfair treatment" constitutes an act of being treated differently from one's peers, academic policies not being followed, or errors which negatively affect one's grade.

If a student has a grievance concerning any grade, academic policy decision, or academic college dismissal, they must first schedule a meeting with the Director, Student Success & Engagement and the instructor or decision-maker within five business days of the grade, policy decision, or academic college dismissal. The student **must** meet with the Director first. The Director will listen to the student's concerns and advise them on whether pursuing a grievance is the best option. The Director will manage the Grievance and Appeals Checklist form via the College's approved electronic signature software. Ultimately, a student may pursue a grievance, even if the Director advises against this action.

If unsatisfied with the outcome of the grievance meeting, with the instructor or decision-maker, the student may make an "appeal", requesting that a person of higher authority review and possibly amend the prior decision. All academic appeals must be submitted using the Grievance and Appeal Checklist. Students who have questions regarding the appeals process are encouraged to contact the Director, Student Success & Engagement.

If College personnel are away during the timelines specified below or are unable to meet within five business days, processes may be delayed until they return to the office or, in rare situations, a designee

may be appointed to resume the process.

Grade Decisions

1. A student with a grievance regarding a grade begins the process by requesting a meeting with the Director, Student Success & Engagement and their instructor within five (5) business days of receipt of the grade in question. Students are required to meet with the Director first.
2. Within five (5) business days of receiving the meeting request, the instructor will meet with the student. Within five (5) business days of the meeting, the instructor will inform the student of their decision in writing
3. If not satisfied with the decision of the instructor, the student must request a meeting with the Program Chair of the instructor involved within five (5) business days of the instructor's decision.
4. The Program Chair must meet with the student within five (5) business days of receiving the student's meeting request. If the student's instructor is also the Program Chair, the student will skip this step and meet with the appropriate Academic Dean.
5. Within five (5) business days of the meeting, the Program Chair must inform the student of their decision in writing.
6. If not satisfied with the decision of the Program Chair, the student must request a meeting with the appropriate Academic Dean within five (5) business days of the Program Chair's decision.
7. The Academic Dean must meet with the student within five (5) business days of receiving the student's meeting request. Within five (5) business days of the meeting, the Academic Dean must inform the student of their decision in writing.
8. If not satisfied with the decision of the Academic Dean, the student must request a meeting with the Provost within five (5) business days of the Academic Dean's decision.
9. The Provost must meet with the student within five (5) business days of receiving the student's meeting request. Within five (5) business days of the meeting, the Provost must inform the student of their decision in writing. The Provost's decision is final.

Academic Policy Decisions

1. A student with a grievance concerning the administration of academic policy including but not limited to transfer credit evaluation, leave of absence, course withdrawal, late fees, or program dismissal begins the process by requesting a meeting with the relevant decision maker and the Director, Student Success & Engagement within five (5) business days of the incident. Students must meet with the Director, Student Success & Engagement first.
2. If not satisfied with the decision of the faculty or staff member, the student must request a meeting with the next highest faculty/staff member within five (5) business days of the initial decision.
3. The next person in the chain must meet with the student within five (5) business days of receiving the student's meeting request. Within five (5) business days of the meeting, the faculty/staff member must inform the student of their decision in writing.
4. If not satisfied with the decision of the faculty/staff member, the student must request a meeting with the next highest faculty/staff member within five (5) business days of the decision. This person will likely be the Dean, Student Affairs and Enrollment Management or the Provost.
5. The Dean, Student Affairs and Enrollment Management or Provost must meet with the student within five (5) business days of receiving the student's meeting request. Within five (5) business days of the meeting, the Dean, Student Affairs and Enrollment Management or Provost must inform the student of their decision in writing. If they are the final step in the appropriate chain, the Dean, Student Affairs and Enrollment Management or Provost's decision is final.

For course withdrawals, the students must follow the same steps as indicated for the appeal of a grade.

Note that the appeal of Academic Policy Decisions is highly nuanced and may vary case-by-case. The Director, Student Success & Engagement will guide students as they determine who they should meet with and when.

Academic College Dismissals

1. If a student is administratively dismissed due to their academic progress, the student must schedule a meeting with the Director, Student Success & Engagement and the Associate Dean, Student Affairs and Enrollment Management with five (5) business days of the dismissal letter date. Students must meet with the Director, Student Success & Engagement first. Students must submit a written letter to the Associate Dean within five (5) business days of the dismissal letter date. The letter should include:
    a. documentation of extenuating circumstances
    b. a reflection of the circumstances that resulted in the dismissal
    c. a plan of action to avoid similar situations in the future
2. The Associate Dean must:
    a. review all relevant documentation and meet with the student within five (5) business days of the request.
    b. inform the student in writing of their decision within five (5) business days of the meeting.
    c. sign the Grievance and Appeal Checklist indicating that the decision has been rendered and received.
    d. forward a copy of the decision to the Academic Advisor and Program Chair.
3. If satisfactory resolution is not achieved, the student may request a review by the Provost within five (5) business days of the Associate Dean's decision. The Director, Student Success & Engagement must ensure that the letter is shared with the Provost prior to the meeting. The Provost must review all relevant documentation and meet with the student
4. The Provost must inform the student in writing of the decision within five (5) business days of the meeting. A copy must be forwarded to the Academic Advisor and Program Chair. The Provost's decision is final.

Following the completion of the grievance/appeals processes, the Director, Student Success & Engagement must log and store the finalized checklists and associated documentation for a minimum of five (5) years.

Unresolved complaints associated with consumer protection laws, including but not limited to allegations of dishonest or fraudulent activity, can be elevated to the state level once the appeal process is concluded with the College. In such cases, students may contact the NC portal agency, State Authorization Reciprocity Agreement North Carolina (SARA NC), and follow the agency's complaint process. The SARA-NC-ComplaintForm.pdf (saranc.org) can be accessed on the college's website.

The contact information for SARA-NC is:

SARA North Carolina
North Carolina State Education Assistance Authority
PO Box 41349
Raleigh, NC 27629
T: 855-SARA-1-NC (727-2162)
Email info@nc-sara.org
Website: https://www.saranc.org/ saranc.org

ACADEMIC INTEGRITY

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

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

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

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

Types of Academic Dishonesty

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

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

- Copying word for word (i.e. quoting directly) from an oral, printed, or electronic source without proper attribution.
- Paraphrasing without proper attribution, i.e., presenting in one's own words another person's written words or ideas as if they were one's own.
- Submitting a purchased or downloaded scholarly paper or other materials to satisfy a course assignment or requirement.
- Incorporating into one's work, graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other non-textual material from other sources without proper attribution of credit.
- Self-plagiarism (text-recycling), which is the act of reusing (recycling) portions of work that were either previously published or submitted in one assignment to meet the requirements of another assignment without prior permission of the instructors involved and appropriate citation.

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

are:

- Receiving research, programming, data collection, or analytical assistance from others or working with another student on an assignment where such help is not permitted.
- Receiving, seeking or using information about an examination's content, questions, or answers from another person before completing the examination.
- Copying another student's work or answers on a quiz or examination.
- Using or possessing books, notes, calculators, cell phones, smart devices (AI/Smart phones, watches, glasses, etc) or other prohibited devices or materials during a quiz or examination.
- Submitting the same work or major portions thereof to satisfy the requirements of more than one course without permission from the instructors involved.
- Preprogramming a calculator or other electronic device to contain answers, formulas, or other unauthorized information for use during a quiz or examination.
- Acquiring a copy of an examination from an unauthorized source prior to the examination.
- Having a substitute take an examination in one's place.
- Submitting as one's own work a paper or other assignment prepared by someone else.
- Utilizing Artificial Intelligence (AI), unless otherwise permitted by faculty, to complete a portion or the entirety of an assignment/quiz/test/exam or while participating in clinical/fieldwork/practicum experiences.

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

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

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

- Collaborating before a quiz or examination to develop methods of exchanging information.
- Sharing, attempting to share, or otherwise communicating information about an examination's content, questions or answers to students who have not yet completed the examination.
- Knowingly allowing others to copy answers to work on a quiz or examination or assisting others to do so.
- Distributing an examination from an unauthorized source prior to the examination.
- Distributing or selling a paper or other assignment to other students.
- Taking an examination for another student.

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

- Intentionally destroying or obstructing another student's work.
- Stealing or defacing books, journals, or other library or College materials.
- Altering computer files that contain data, reports, or assignments belonging to another

student.
- Removing posted or reserve material or otherwise preventing other students' access to it.

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

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

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

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

Procedures

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

Level 1 Violations:

Violations may occur because of a student's inexperience or lack of understanding of the principles of academic integrity. When evidence suggests that a Level 1 violation has occurred, the faculty member considers the severity of the infraction and the level of study when deciding consequences. The faculty member will notify the Program Chair of the academic dishonesty occurrence. The Program Chair and faculty member will meet to discuss consequences. The faculty member will discuss the allegation with the student(s) and the consequences. If a student does not agree with the allegation and/or consequence, the faculty member will refer the student to the Academic Appeals Policy. Faculty are required to notify the Dean, Student Affairs and Enrollment Management for record keeping purposes.

Level 2 Violations:

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

When evidence suggests a Level 2 Violation has occurred, in addition to academic consequences, disciplinary sanctions for violation of the Student Code of Conduct are also warranted. The faculty member will notify the Program Chair. The Program Chair and faculty member will meet to discuss academic consequences. If the student does not agree with administered consequences, the Academic Appeals policy will be followed.

The Faculty member or Program Chair also will inform the Dean, Student Affairs and Enrollment Management for processing through the Code of Conduct. If the student does not agree with administered consequences, the Student Code of Conduct appeals process will be followed.

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

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

ACADEMIC LOAD

Students may be enrolled on either a full-time or part-time basis. A graduate student enrolled in nine (9) or more semester hours is considered a full-time student. All other graduate students are considered part-time. An undergraduate student who is enrolled in twelve (12) or more semester hours is considered a full-time student. All other undergraduate students are considered part-time. Sixteen (16) credit hours are considered a maximum academic load for graduate students and eighteen (18) credit hours are considered a maximum load for undergraduate students. Special permission must be obtained from the Provost to exceed these limits.

ACADEMIC PROBATION & DISMISSAL

Any graduate student with a cumulative GPA of 2.99 or lower or any undergraduate student with a cumulative GPA of 1.99 or lower at the end of any semester will be placed on academic probation. "Academic Probation" will appear on the official transcript. (NOTE: Academic Probation may include stipulations, remediation, and a redesigning of the student's curriculum plan). The Provost or designee will send a letter alerting the student to their probationary status. Students on Academic Probation are required to meet with their Student Success Coach to develop a Student Success Plan, prior to registration for the following term. A student who is on academic probation has one (1) semester, (following their placement on probation) which may include summer sessions depending on the program, to achieve minimum cumulative GPA standards (3.00 graduate; 2.00 undergraduate) or to meet program specific academic progression requirements.

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

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

Failure to meet the probationary requirements as described above will result in academic dismissal. Students may also be dismissed from the college for the following infractions. The list includes but is

not limited to:

- Default of financial obligations to the College.
- Violation of discriminatory practices including harassment and discrimination on the basis of race, color, religion, sex, age, national origin, disability, military status, or on any other basis prohibited by law.
- Possession of weapons concealed or otherwise, which are not permitted on the campus of Cabarrus College or any affiliates.
- Failure to notify Cabarrus College in the event of a criminal charge, conviction, or sanction listed.
- Failure to maintain compliance with all enrollment requirements (e.g. immunizations, health insurance coverage, etc.).
- Failure to adhere to the student code of conduct and uphold the College values of caring, commitment, teamwork, and integrity.
- Violation of Alcohol, Drug and Tobacco Free Campus policy.

Written notification of College academic dismissal will emanate from the Provost or designee. A student may appeal dismissal based on extenuating circumstances by following the Academic Appeals procedure. Students who are dismissed will not be eligible for tuition refunds.

ACADEMIC PROGRESSION

Graduate Programs

All graduate students must:

- Register and enroll in course work every fall and spring semester (and required summer sessions for some degree programs) until program completion.
- Maintain a current, unrestricted license or certification as required for program enrollment.
- Meet and maintain current health and orientation/enrollment requirements as specified by the College and clinical agencies.
- Satisfactorily complete all prerequisite courses before enrolling in subsequent courses.
- Earn at least a score of 80 as a final grade in each major course in order to enroll in the subsequent major course(s) or to graduate.
- Maintain a cumulative grade point average of "B" (3.0) or higher.
- Complete Level II Fieldwork within 24 months of the required academic coursework if enrolled in the Occupational Therapy program.

Undergraduate Programs

All undergraduate students must:

- Register and enroll in course work every fall and spring semester (and required summer sessions for some degree programs) until program completion.
- Meet and maintain current health and orientation/enrollment requirements as specified by the College and clinical agencies.
- Maintain a current, unrestricted license or certification as required for program enrollment.
- Satisfactorily complete all prerequisite courses before enrolling in subsequent courses.
- Earn at least a score of 80 as a final grade in each clinical program prefixed course.
    - A clinical program prefixed course is defined as a course with a prefix specific to a clinical program (ex. NSG, OCT, OTA, MED, SRG, RSP, CAT, MRI and MIS).
- Earn a minimum score of 70 as a final grade in each of the courses which do not have a clinical program prefix in order to progress. This includes courses with the following prefixes: BIO, CHW, CPM, ENG, HSL, PSY, SOC, etc.

- Maintain a cumulative grade point average of "C" (2.0) or higher in baccalaureate programs, except in Interdisciplinary Health Studies where a student must graduate with a cumulative grade point average of "B" (3.0) or higher to progress into the Master of Occupational Therapy program.
- Maintain a cumulative grade point average of 2.0 or higher in associate degree and diploma programs at the end of the first academic year or the equivalent (minimum of 24 credit hours).
- Complete Level II Fieldwork within one year of the required academic coursework if enrolled in the Occupational Therapy Assistant program.

ACADEMIC RESIDENCY

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

ACADEMIC SUSPENSION

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

ATTENDANCE

The Cabarrus College faculty believe it is important for students to actively engage in their courses by attending class, lab, or clinical sessions and by completing all assigned learning activities (daily assignments, quizzes, papers, problem-sets, etc.) as specified in each course syllabus. Specific course attendance requirements are left to the discretion of the instructor of record including determining the need for make-up days due to personal illness or other extenuating circumstances. Absences interfere with the student receiving the full benefit of the educational experience and therefore should only occur in emergency situations such as personal illness, family illness, or death of a close family member.

Although attendance taking is not required by the College, course faculty maintain the right to administratively withdraw a student from their respective course(s) for failure to comply with syllabus requirements.

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

Students who stop attending a course should officially withdraw from the course or be subject to administrative withdrawal. For additional information, please refer to the Withdrawal section.

AUDITING A COURSE

A student may be permitted to attend and participate in a course for self-enrichment but not for academic credit. This enrollment must be documented in the Student Information System. Permission from the course instructor and program chair is required for a student to audit a course.

CHANGE OF LEVEL

Students who desire to change level within a program (i.e. diploma to associate degree, certificate to bachelor's degree or associate degree to diploma) must meet with the following parties in the steps below to obtain required signatures on a Request for Change of Level form:

- Program Chair to confirm eligibility and program level requirements.
- Director of Financial Aid to discuss financial implications.
- Business Office to confirm that financial obligations are current, and no additional fees are required.
- Office of Student Records and Information Management to verify graduation plans and submit the completed form.

The form must be submitted prior to published deadlines (see academic calendar) if graduation plans are impacted.

CHANGE OF MAJOR

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

If a change of major is desired, students should complete the Change of Major request form and meet with their current advisor to submit the form and discuss eligibility. Student requests for change of major will be reviewed and decided upon by the appropriate academic Program Chair.

Admission into one program does not guarantee admission into another program. A change of major acceptance is contingent upon successful completion of currently enrolled coursework, continued good academic standing at Cabarrus College, and fulfillment of any additional program specific requirements. Once accepted into a new program, students must meet with the new program advisor prior to registration and meet any additional admission requirements prior to the first day of enrollment. If a student chooses not to accept the new program offer, he/she should immediately inform the Office of Student Records and Information Management.

CHANGE OF NAME, ADDRESS, AND/OR TELEPHONE NUMBER

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

CLINICAL AND FIELDWORK AFFILIATIONS

Cabarrus College of Health Sciences has formal clinical arrangements with over 200 healthcare agencies in its service region and across the United States. These agencies include acute care organizations, physician office practices, mental health services, long-term care facilities, and community health providers. Primary affiliates include: Advocate/Atrium Health, Caromont Health, Novant Presbyterian, Stanly Regional Medical Center, Novant Rowan, Cabarrus Family Medicine, and the V.A. Medical Center of Salisbury, each of which is accredited by The Joint Commission on the Accreditation of Health Care Organizations.

CLINICAL AND FIELDWORK EXPERIENCES

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

Students who participate in patient care activities may be exposed to infectious diseases. Students are required to demonstrate competency in the selection, donning, and doffing of Personal Protective Equipment prior to starting clinical experiences. If a student cannot demonstrate this competency, they should not enter any clinical environment. Students are encouraged to always practice good hand hygiene and social distancing to reduce the likelihood of contracting or spreading infectious disease.

Advocate/Atrium Health is not liable for any potential exposure to, or acquisition of, infectious diseases that may result from student contact with patients or personnel in the clinical environment. Advocate/Atrium Health is not liable for medical expenses related to testing or treatment of infectious diseases, nor is Advocate/Atrium Health responsible for any delays in a student's academic progress due to isolation for or treatment of any infectious disease. If a student has a condition that places them at higher risk of severe illness from COVID-19 (i.e. pregnancy, diabetes, chronic respiratory complaints), the student is strongly encouraged to abstain from clinical experiences at this time and should discuss alternative assignments with their Program Chair and instructor(s).

CLINICAL AND FIELDWORK SITE PLACEMENTS

Clinical and fieldwork experiences are an integral part of the education of Cabarrus College of Health Sciences students. Placement of students in specific sites for these experiences is determined by and is the responsibility of the faculty of the program.

Each agency reserves the right to determine the appropriateness of the student's conduct and activity for purposes of continuing at the facility. All agency orientation and health requirements must be completed before starting clinical experiences. Students must complete the admission health requirements prior to enrolling in a clinical course (see Cabarrus College of Health Sciences college catalog).

All agencies **minimally** require that students must maintain:

- Health insurance
- Health Care Provider CPR certification (current – within 2 years)
- Influenza immunization

Failure to comply with health requirements will result in unexcused clinical/fieldwork absence until compliance is achieved. Some agencies may require proof of health insurance, additional drug testing and/or fingerprints for the student.

When students have medical conditions during the program, such as surgery or childbirth, before returning to the clinical setting they must have a medical release by their provider indicating they are able to perform the essential functions that were attested to on the initial Physical and Emotional Health Assessment. These include:

- Critical thinking ability sufficient for clinical and/or fieldwork judgement; ability to organize responsibilities, make decisions and analyze data or reports.
- Interpersonal abilities sufficient to interact with individuals, families, and groups from a variety of social, emotional, cultural and intellectual backgrounds.
- Communication abilities sufficient for interaction with others in verbal and written form.
- Physical abilities sufficient to move from room-to-room and maneuver in small places, and stand, walk or sit for extensive periods of time.
- Gross and fine motor abilities to provide safe and effective care. Full range of body motion.
- Auditory ability sufficient for observation and assessment.
- Visual ability sufficient for observation and assessment.
- Tactile ability sufficient for physical assessment.
- Physical ability to lift and manipulate and/or move 45-50 pounds daily.
- Cognitive abilities with orientation to time, place and person, ability to focus on problems and prioritize average or above intellectual functioning.

If the provider requests any type of restriction (e.g. amount of weight to lift, standing limitations, etc.), students are required to meet with the Mental Health Counselor to arrange appropriate (if applicable) accommodations. The Mental Health Counselor will then coordinate and inform faculty on the next steps.

COMPLIANCE WITH FEDERAL COPYRIGHT LAW/PEER TO PEER FILE SHARING

Cabarrus College of Health Sciences firmly believes in promoting compliance with the United States copyright laws and protecting the intellectual property interests of copyright owners. We seek to educate our college community on the importance of copyright compliance and the penalties related to copyright infringement. All students, faculty, and staff of Cabarrus College are responsible for reviewing and complying with United States copyright laws. (https://www.copyright.gov/title17/) One component of copyright law is the Digital Millennium Copyright Act of 1998 (DMCA). Much of the content on the Internet is protected under copyright laws. A person other than the copyright owner who copies, uploads, downloads, swaps, or participates in similar activities without the written permission of the copyright owner is committing a federal crime. Penalties for copyright infringement include paying damages to copyright holders for statutory infringement of no less than $750 up to $30,000 for each work infringed. A court can award up to $150,000 for each work infringed for willful (intentional) infringement. Cabarrus College is in compliance with the Digital Millennium Copyright Act of 1998 (DMCA) and will promptly investigate complaints from copyright owners concerning any allegedly infringing activity by a student, faculty member or staff member.

A common infringement is peer-to-peer file sharing. It is illegal to use peer-to-peer software like BitTorrent to share copyrighted works like music and movies. Be safe. Stream or download music legally with Pandora, iTunes, or Spotify. Stream or download media legally with YouTube, Hulu, and Netflix. To review the College Policy and the Guidelines please visit: https://cabarruscollege.libguides.com/c.php?g=465666&p=6330935

CONCURRENT ENROLLMENT

After matriculating with Cabarrus College, students are expected to take all coursework for the certificate, diploma, or degree at Cabarrus College. Transfer credit will not be awarded to students

concurrently enrolled at another institution of higher education unless prior permission has been granted by the Provost. Students may request special permission by contacting the Associate Dean, Student Affairs and Enrollment Management.

CO-REQUISITES

Co-requisite courses refer to courses that must be taken concurrently in the same semester, unless one or more of the courses were successfully completed in a previous semester.

CREDIT HOUR DEFINITION

The College's academic calendar provides a framework for awarding academic credits through its fall and spring semesters, as well as summer sessions. The semester encompasses fifteen weeks of instruction and student learning, of which a final exam period may be included. The summer session spans twelve weeks.

On-Campus Lecture Courses

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

Distance Education Courses, Independent Studies, Internships, and Practicums

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

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

Laboratory, Clinical, and Fieldwork Courses

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

Physical Education Courses

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

Courses Offered in a Compressed Timeframe

Credit hours may be earned for coursework completed during shortened sessions (e.g., summer sessions, accelerated delivery programs, mini-mesters). The amount of student work required to earn a semester credit hour in a compressed timeframe will be comparable to the total amount of work required for a 15-week semester. The amount of student work expected per week shall be increased

proportionate to the diminishing number of weeks. For on-campus courses, a proportionate amount of time will be added to each class period to ensure the total number of contact hours are equivalent to those of a full-length semester.

DROPPING, ADDING OR WITHDRAWING FROM A COURSE

Students may drop or add a course at any time during the registration period, but not beyond the published last day to drop a course in the academic calendar, by logging into Sonis.

Students may withdraw from a course at any time during the semester prior to the 80% completion point within the semester. The procedure and consequences vary and are outlined below.

If the student drops a course by the drop/add published deadline, the student is considered never enrolled and the course will not be listed on an official transcript.

After the drop/add published deadline, a student must withdraw from the course and the course will appear on their transcript with a grade as outlined below:

The last day to withdraw from a course is at the 80% completion point of the course. The date will be published in the College calendar. and the catalog. A student who desires to withdraw from a course before this date will receive a "W" if passing and a "WF" if failing.

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

Students must use the Withdrawal Form (see "Forms" on the Cabarrus College website or contact the Office of Student Records and Information Management for an electronic version) to withdraw from a course after the Drop/Add period. The Withdrawal Form applies anytime the student withdraws from the course.

GOOD STANDING

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

GRADING SYSTEM AND GRADE POINT AVERAGE

College Grading Scale:

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

Other Designations:

- AU= Audit/No Credit

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

- I=Incomplete
  This is a temporary grade assigned at the discretion of the instructor when a student who is otherwise completing the course satisfactorily has not, due to various circumstances, completed all the work in the course. The student who receives an "I" grade must complete the work no later than the beginning of final examinations of the following semester (not including summer), earlier if possible. If the previous conditions are not met, the Incomplete grade is automatically converted to an "F" grade.
- WF= Withdrawal Failing
  This indicates that the student had a failing grade as of the last date of class attended prior to withdrawal/dismissal.

At the end of each academic session, students can view their official grade reports online in Sonis.

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

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

Calculated in GPA:

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

Not calculated in GPA:

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

Grade point averages (GPA) are calculated electronically by multiplying the credit hours per course by the quality points earned and dividing by the total credit hours attempted. Courses repeated at Cabarrus 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 and will appear on their transcript.

Grades earned at other institutions and awarded as transfer credit or grades earned in other programs of study at Cabarrus College of Health Sciences are not calculated into one's cumulative GPA.

GRADE WARNING SYSTEMS

The College has devised two formal grade warning systems to help students attain a successful educational experience. The early alert warning system allows faculty and staff to identify students with academic concerns after the fourth week of the semester. Students are contacted by their Student Success Coach or the Early College Liaison and instructed to schedule an appointment with their assigned academic advisor and/or instructor(s), to discuss available resources and to develop a plan for improvement. Early warnings allow the students ample opportunity to correct academic behaviors either before midterm or final grades are assigned.
After official midterm grades have been reported, any undergraduate student with a D+ or below in a non-clinical prefixed course or C+ or below in a clinical prefixed course receives notification from the Office of Retention and Student Success. These students are required to meet with their Student Success Coach and their Academic Advisor or the Early College Liaison to develop a Student Success Plan.

In addition to the early alert and midterm grade warning systems, Early College students enrolled at CHSI in 10th, 11th, and 12th grade are subject to a third alert as a final academic check-in. This formal intervention ensures that students who continue to experience academic challenges receive additional support before final grades are assigned. Students who remain at risk after midterm interventions or who exhibit continued academic concerns will receive a Third Alert notification. These students are required to meet with the Early College Liaison to reassess their academic success, explore additional academic support options, and establish concrete steps to improve their performance. The goal of this final check-in is to provide Early College students with the resources and guidance needed to successfully complete their courses.

GRADUATE STUDY BY UNDERGRADUATE STUDENTS

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

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

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

GRADUATION MARSHALS

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

GRADUATION RATE DISCLOSURE STATEMENT

The calculation of graduation rates is listed as the percentage of diploma/degree-seeking undergraduate students in a particular year (entering cohort) completing their program on-time (150%). Cabarrus College utilizes the data from the Integrated Postsecondary Education Data System (IPEDS) Outcomes Measure to monitor and evaluate graduation rates for all undergraduate students.

Associate Degree Programs: Fall

Entering Cohort	2022	2021	2020	2019	2018
Graduated on Time	74.2%	69.7%	55.7%	65.6%	60.5%
Graduated	74.2%	69.7%	55.7%	65.6%	60.5%

Bachelor Degree Programs: Fall

Entering Cohort	2022	2021	2020	2019	2018
Graduated on Time	75.0%	68.4%	84.4%	69.2%	85.7%
Graduated	75.0%	68.4%	84.4%	69.2%	85.7%

Master Degree Programs: Fall

Entering Cohort	2022	2021	2020	2019	2018
Graduated on Time	95.4%	91.4%	100.0%	100.0%	100.0%
Graduated	95.4%	91.4%	100.0%	100.0%	100.0%

GRADUATION REQUIREMENTS

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

- Intent to Graduate – completed the semester prior to graduation as outlined in the Academic Calendar
- Graduation Clearance – students complete no later than two weeks prior to the end of their last semester

Each student must meet the following:

- Undergraduate students must complete a minimum of 25% of the total credit hours needed for graduation at Cabarrus College. The minimum must include at least 50% of the credit hours in the major (undergraduate students) with the exception of a diploma to associate degree program in which students must complete a minimum of 25% of the total credit hours.
- Graduate students must complete a minimum of 1/3 of the total credit hours needed for graduation at Cabarrus College.
- All financial obligations of the College.
- Each undergraduate student must have a minimum cumulative GPA of 2.00.
- Each graduate student must have a minimum cumulative GPA of 3.00.
- Meet all the requirements of the curriculum in which the student is enrolled.
- Complete 15 hours of volunteer service and log hours in Sonis Pro Bono tracking.

Students who are scheduled to complete all program requirements no later than the last day of the summer session following spring commencement may participate in the May commencement ceremony, with advisor certification. Students scheduled to complete degree requirements after the above timeframes, must wait until the next scheduled commencement ceremony. Students must submit all necessary paperwork for graduation (see above) by the stated deadline in order to participate. Students may only participate in one commencement ceremony.

HONORS AND DISTINCTIONS

President's and Provost's Lists

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

Graduation with Honors

Undergraduate students receive graduation honors in one of three categories by attaining the requisite grade point averages in all course work taken at Cabarrus College of Health Sciences: Cum Laude (3.50-3.69), Magna Cum Laude (3.70-3.89) and Summa Cum Laude (3.90-4.00).

INCLUSIVE EDUCATION AND COMMUNITY ENGAGEMENT

Cabarrus College faculty and staff are committed to fostering inclusive, respectful, and culturally informed healthcare practices. Our curricula are designed to broaden students' understanding of the diverse populations they will serve, with an emphasis on cultural humility and responsiveness. Many of our programs include a service-learning capstone that provides students with real-world opportunities to engage with varied communities.

The value of cultural awareness and humility in healthcare is emphasized throughout selected courses, where students explore the impact of cultural perspectives on care delivery. Assignments and discussions encourage critical thinking about the social and cultural factors that influence health outcomes and patient experiences.

Service learning is a well-established educational strategy that enhances student learning and civic engagement. At Cabarrus College, it supports our core value of teamwork and our commitment to preparing students for professional excellence in diverse environments. Through collaboration with community partners, service learning aims to:

- Promote structured learning through active participation in varied settings,
- Translate academic theory into practical, real-world applications,
- Provide meaningful service that benefits both students and the communities they serve, and
- Encourage self-reflection and the development of leadership and reasoning skills.

We recognize that developing cultural humility is a lifelong process. Cabarrus College supports this journey by integrating best practices in service learning and immersive experiences. These opportunities help students strengthen their leadership abilities, deepen their civic responsibility, and better understand the complex social factors that shape healthcare delivery.

INCOMPLETE GRADE

When a student needs extra time to complete student learning outcomes because of illness or other extenuating circumstances, the instructor may give a grade of "I" (Incomplete) as a temporary grade. An "I" is not to be given to a student already doing failing work. The student who receives an "I" grade must complete the work no later than the beginning of final examinations of the following semester, earlier if possible. If the previous conditions are not met, the Incomplete grade is automatically converted to an "F" grade.

OBTAINING GRADE REPORTS

Grade reports with grade point averages are available online using the college's student information system, Sonis.

PRE-REQUISITES

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

REPEATING COURSES

A student may enroll in a course a maximum of two (2) times (this includes courses attempted and/or completed). A student may repeat a maximum of two (2) major courses per admission, except in pre-licensure nursing programs wherein students may repeat a maximum of one (1) nursing major course per admission. For more information on Prelicensure Nursing Program's course repeat policy, please refer to the Catalog section on "Selection of Prelicensure Nursing Students Requesting to Repeat Major Courses".

There are no restrictions on the number of general education courses that can be repeated. The second enrollment will be on a space available basis at the time of registration. Only the grade obtained on repeating the course will be used in determining GPA and is considered the final grade; however, both courses and grades will appear on the transcript. Final course grades are included in the calculation of the GPA for honors at graduation. This applies only to the courses taken and repeated at this institution.

STUDENT RESEARCH

Proposed research involving human subjects must be approved by a sponsoring faculty member, Academic Dean, the Provost, and the Advocate Health/Wake Forest Baptist Institutional Review Board (IRB) before actual research can begin. The IRB Policy and Procedure Manual and some of the accompanying forms are available on the Advocate Health intranet. IRB policies and forms are made available to students through faculty members responsible for supervising the research project.

TRANSCRIPT AND RECORD REQUESTS

Official copies of transcripts and other academic record components are released to designated institutions and/or individuals upon completion of the electronic Transcript and Educational Records Request form by the student or former student. A fee is charged for each copy according to the published schedule.

Once submitted, pre-enrollment and enrollment documents/records, including academic records from other institutions become the property of the College and are not released.

WITHDRAWAL

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

From a Course

Voluntary Withdrawal

Students may self-elect to withdraw from a course at any time during the semester prior to the 80% completion point in the course. The last day to withdraw from a course varies depending on the length of the course. The date will be clearly indicated on the master calendar in the college's catalog. If a student elects to withdraw from a course prior to the 80% completion point, they will receive a

"W" if passing and a "WF" if failing (less than 60).

Involuntary/Administrative Withdrawal

Students are expected to actively engage in their courses by attending class, lab, or clinical meetings and by completing all assigned learning activities (daily assignments, quizzes, papers, problem-sets, etc.). Failure to routinely complete assignments or attend class per syllabus requirements may place students in jeopardy of being administratively withdrawn. Although attendance taking is not required by the College, course faculty maintain the right to administratively withdraw a student from their respective course(s) for failure to comply with academic requirements including, but not limited to:

a. Failure to attend classes for a consecutive time period (for instance, missing 12.5% of the course which equates to 6 consecutive hours in a 3-credit hour course).
b. Missing an excessive amount of scheduled class time (for instance, 25% of the course which equates to missing a total of 12 non-consecutive hours in a 3-credit hour course).
c. Failure to maintain an online presence as expected for the course.

Students administratively withdrawn after the 80% completion point will be assigned a failing grade. The official determination date and the official withdrawal date is the date the College initiates the withdrawal process.

Voluntary or involuntary/administrative course withdrawals may affect a student's financial aid awards.

From the College - Leave of Absence

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

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

A CLOA releases the student from degree study for up to one academic year, after which the student may resume study according to regular registration procedures. The student must complete and submit the official request for CLOA on the Student Withdrawal Form, the required non-refundable fee, (which does not guarantee placement, but simply keeps the student's academic record active, and is applied to the tuition when the student returns) and return the name badge to the college. The request must be approved by a College official and the student must understand that re-enrollment is on a space available basis, and the student is required to meet the curriculum requirements of the class in which the student is to re-enroll. Individuals returning from a CLOA will pay tuition according to the current tuition and fee schedule.

At the end of one year on CLOA, the student must re-enroll or withdraw from the College at which point the CLOA fee will be forfeited. A CLOA is treated the same as a withdrawal for financial aid purposes. Students returning from a CLOA must follow the enrollment requirements of new students listed in the admission to the college section of this catalog. This includes but is not limited to an updated background check and drug screen.

From the College - Withdrawal (Voluntary)

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

If a student wishes to withdraw voluntarily from the College, he/she should obtain the Withdrawal Form from the college website and complete all parts of the form and return the completed form to the Office of Student Records and Information Management. For a Withdrawal or CLOA to be finalized, the student's completed Withdrawal Form must be filed in the Office of Student Records and Information Management. The date the student signs the Withdrawal Form is the official date of withdrawal.

When a request is submitted prior to the last date for withdrawal (as published in the academic calendar) a grade of W is recorded for all courses in which the student is currently enrolled. If the request is submitted after the deadline for withdrawal only extenuating circumstances, as determined by the Appeals Process, justify the granting of W grades. Requests for leaves of absence and student withdrawals are processed through the Office of Student Records and Information Management.

From the College - Withdrawal (Involuntary)

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

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

DISTANCE EDUCATION

Distance education at Cabarrus College refers to instruction where the instructor and student are separated geographically, such that face-to-face communication is limited or absent. Instead, communication is accomplished by technological media. Synchronous or asynchronous communications may occur using audio, video, computer, or other electronic means, now known or hereafter developed, to teach a Cabarrus College course. Distance education courses provide greater flexibility to those students who might otherwise find it difficult to fit traditional class periods into busy work and family life schedules.

TEST-TAKING/PROCTORING

Students are advised to refer to syllabi for information regarding the administration of tests which may occur online, on campus, or a combination of both. On-site testing may be required at the Cabarrus College campus or other approved site. For courses that utilize remote/web proctoring services, students are responsible for providing photo ID and following testing protocol as outlined in syllabi and program specific handbooks. Identity authentication may require additional course fees.

STUDENT RESPONSIBILITIES, PRIVACY AND SUPPORT

Students enrolled in distance education programs and/or courses are expected to adhere to College policies and procedures for students, and take responsibility for their learning by:

a. Evaluating readiness for distance education coursework, including personal motivation, time management, computer skills, and computer equipment.
b. Understanding that distance education courses require significant reading and writing communication skills, and students are responsible for having the necessary skills.
c. Responding to College faculty and/or staff communication as instructed.
d. Maintaining an online presence as expected for the course and college activities.
e. Adhering to the Student Code of Conduct, which includes upholding copyright laws and the principles of academic integrity and netiquette.

f. Protecting secure login and online identity to prohibit any other individual from impersonating them in the online environment.
g. Understanding that any information posted using course tools such as discussions, blogs, wikis, messaging, or videos will become available to the instructor and may also be seen by fellow students. Caution should be exercised to avoid posting any personal or confidential information.
h. Understanding that ownership of course content used within a course belongs to the College. Materials should not be re-posted online outside of the course by students or shared with individuals outside the course, including works posted and owned by other students.
i. Adhering to the proctoring and identification requirements outlined for the course.
j. Notifying the instructor of any technical issues encountered as soon as possible and seeking technical support for any issues encountered.
k. Adhering to all College policies and procedures including, but not limited to attendance, health, academic progress, graduation, and financial aid.

ELECTRONIC DELIVERY OF INSTRUCTION

Cabarrus College of Health Sciences offers selected courses with varying levels of electronic delivery. The following definitions are used.

Online Courses

Online **c**ourses are Internet-based distance education courses designed for highly motivated, self-directed, independent learners with good writing skills. Online courses offer a convenient, alternative way to learn outside of the traditional classroom. Delivery of 75% or more of the course hours is through Internet/Web sites with the remainder of course hours met through on-campus class meetings.

Hybrid Courses

Hybrid courses combine the traditional on-campus classroom components with required online learning experiences and activities. These courses are designed for highly motivated students with good writing skills. Hybrid courses offer the flexibility of online study but require some on campus classroom meetings for instruction, testing, discussion or demonstration/return demonstration. Hybrid courses meet on campus for classroom instruction between 26% and 74% of the course hours with the remainder of course hours provided over the Internet.

Web-enhanced Courses

Web-enhanced courses are traditional on-campus classes that are augmented with required Web site interactive assignments. The majority of course hours are on campus. Interactive Web assignments account for no more than 25% of course hours and are designed to enhance student learning.

Guidelines

- All delivered course sections are identified within the standard Cabarrus College course schedules and are not distinguishable from campus delivered course sections on student transcripts.
- All components of the College course syllabus policy are utilized as the format for electronically delivered instruction.
- Instruction will provide appropriate amounts and types of interaction between students and instructors with generally expected instructor response time within 48 hours.
- Electronically delivered course sections are evaluated similarly to campus delivered course sections.
- Appropriate methods will be used to assess students' achievement of the learning objectives,

and these methods will be communicated to the students in the course syllabus.

- Testing in electronically delivered courses may occur online, on campus or at another approved site.
- Essential student services (office hours, financial aid counseling, student advising etc.) and course-related materials (books, journals, computer facilities, laboratories, and other resource material) are accessible either via electronic or campus facilities.

SAFETY AND SECURITY

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

BUILDING ACCESS

The College buildings are open at 8:00AM and locked at 5:00PM Monday through Friday. The College remains locked on weekends, holidays and designated "closed" days.

The entrances to the buildings, when locked, do remain accessible via card swipe access to individuals having a valid photo identification badge. Students with a valid badge will have access to the buildings when locked, from 6:00AM to 8:00PM Monday through Friday and 12PM – 5:00 PM on weekends. Employees having a valid badge will have access to the buildings when locked, 24 hours per day, seven days per week.

NOTE: Building access may be adjusted due to emergencies and mitigating circumstances.

CAMPUS SAFETY AND SECURITY REPORTING

Safety is one of the core values and standards of all members of the campus community at Cabarrus College of Health Sciences. The Cabarrus College Campus Safety and Security Report is published and distributed each year to students and employees of the College in compliance with the Higher Education Opportunity Act (Public Law 110-315) (HEOA). The report can be accessed at http://ope.ed.gov/security (right tab, get data from one institution then go to the institution field and enter Cabarrus College of Health Sciences). To review or inquire about the comprehensive report, please contact the Dean, Student Affairs and Enrollment Management at 704-403-4336. The report is also available on the College's website.

All criminal incidents are to be reported to Atrium Health Cabarrus Security Services for response and documentation. To contact Security Services:

- Dial ext. 6-6595 from a campus phone.
- Dial 704-403-1192 from off campus.
- Dial 704-403-3000 to reach the Atrium Health Cabarrus operator who can page Security.

EMERGENCY INFORMATION ALERTS

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

- FinalSite Connect – the mass notification system whereby voice messages are sent to employees and student telephones (as listed in Sonis).
- Cabarrus College Web site – go to www.cabarruscollege.edu.
- Cabarrus College Email – an email is sent to all students, faculty, and staff.

EMERGENCY PREPAREDNESS

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

EMERGENCY TELEPHONES

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

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

SECURITY SERVICES

Atrium Health Cabarrus Security Services is available to the College 24-hours per day, seven days per week and performs the following services to enhance employee and student safety:

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

SEVERE WEATHER

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

- Automated messaging system (FinalSite Connect)
- Local television stations including WBTV (3), WSOC (9), and WCNC (36)
- College website
- Social Media

VEHICLE ACCIDENTS, NON-EMERGENCY

In the event a motor vehicle is damaged while on the College campus, contact Atrium Health Cabarrus Security Services immediately at 704-403-3000 or 704-403-1192.

STUDENT RIGHTS, RESPONSIBILITIES AND STANDARDS OF BEHAVIOR

Cabarrus College of Health Sciences is committed to fostering a campus environment that is conducive to academic inquiry, a productive campus life and thoughtful study and discourse. The College, through the Conduct Code, is committed to an educational and developmental process that balances the interests of individual students with the interests of the College community.

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

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

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

Student and Parent Rights Relating to Education Records

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

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

Directory Information

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

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

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

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

CAMPUS AND WORKPLACE ZERO TOLERANCE POLICY

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

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

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

Notify Atrium Health Cabarrus Security or the Dean, Student Affairs and Enrollment Management, immediately regarding any person who makes substantial threat(s), exhibits threating behavior or engages in violent acts on Atrium Health Cabarrus property, including the College campus and clinical affiliates.

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

CAMPUS COMMUNICATIONS

Students receive access/log-in information for their College email and Canvas (Learning Management System) accounts after paying the tuition deposit. The Cabarrus College email is the official email address for students and is the primary means of communicating with students. Students are

responsible for checking their College email and Canvas accounts daily for all enrollment related correspondence including rescheduling, campus closings, billing/financial aid, registration, graduation, and other important College communications.

Communication Protocol

Communication plays a key role in creating and fostering strong, positive relationships between and among students, faculty, staff, and administration. Communication is bidirectional and includes the effective delivery of information as well as the ability and willingness to receive information and respond to the other.

The College has established a communication protocol, which is a set of guidelines for routine communications and problem solving. This communication protocol is intended to describe the Cabarrus College expectations which promote respectful communication and effective issue resolution among students, staff, faculty, and administration. The Cabarrus College Communication Protocol can be found on the college's website under Professional Behavior.

CARING CULTURE

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

CHARGES, CONVICTIONS, SANCTIONS (CONTINUING STUDENTS)

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

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

Any student who is convicted of a charge listed above or sanctioned/debarred by a federal or state agency must report the conviction or sanction by the next business day of the occurrence, in writing, to the Dean, Student Affairs and Enrollment Management or designee. Failure to report a conviction or sanction will be grounds for dismissal. The Dean or designee may consult with other departments (such as Legal Services) and will determine if the student's unlawful conduct is grounds for disciplinary

action, up to, or including, dismissal. In the event of a criminal conviction or federal debarment related to healthcare, enrollment may be terminated.

NOTE: According to North Carolina statutes, having a previous conviction of certain misdemeanors or felonies may make the applicant ineligible for licensure and/or certification in selected healthcare fields. Furthermore, conviction of certain misdemeanors or felonies may make student ineligible for placement in certain clinical/fieldwork/practicum sites.

DRUG AND ALCOHOL USE AND PREVENTION

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

Student Affairs ensures that an alcohol and drug prevention program is in place at Cabarrus College in accordance with the Drug-Free Workplace Act of 1988 (Public Law 101-690) and the Drug Free Schools and Communities Act (Public Law 101-226). As a condition of pre-enrollment, students must provide a negative drug screen from a certified lab prior to the first day of enrollment. The urine drug screen must be 12-panels to include: AMP (amphetamine), BAR (barbiturates), BZP (benzodiazepines), COC (cocaine), MTD (methadone), METH (methamphetamines), MDMA (methylenedioxymethamphetamine/ecstasy), OPI (opiates, including heroine), OXY (oxycodone), PCP (phencyclidine), PPX (propoxyphene), and THC (marijuana).

Students may be subject to random alcohol and drug screenings. Whenever a student displays unusual behavior which suggest that he or she may be under the influence of alcohol or drugs, such as but not limited to: suspicious odor, slurred speech, glassy eyes, imbalance, accident, erratic behavior or other conduct which in the opinion of college authorities suggests impairment, then such student may be subject to drug and alcohol testing. Students may be suspended from class/clinical/fieldwork while results are pending. Students refusing an alcohol or drug screening, will be considered having a positive test and face appropriate disciplinary action including dismissal from the college.

Any student who is charged with, or convicted of, a felony or any misdemeanor involving drugs or DUI shall immediately report such charge or conviction, the next business day, to the Dean, Student Affairs and Enrollment Management.

Students are required to acknowledge receipt and understanding of the college's policies related to a drug and alcohol-free campus in the New Student Orientation course.

Students are advised of the health risks associated with the use of drugs and alcohol and federal and state laws associated with usage. If you need help coping with alcohol and drug problems, contact the College Mental Health Counselor located on the third floor of the main campus building or Employee Assistance Program (EAP), available through Atrium Health for personal counseling. Visit their website www.chs-eap.org to learn more about EAP. To schedule an appointment or speak with an EAP counselor, please call 704-355-5021 or toll-free at 800-384-1097, 24-hours a day, seven days a week.

DIGITAL RESOURCES, SERVICES, AND INFORMATION SYSTEMS

The College owns, manages, and provides access to digital resources. Members of the College community must be responsible and properly use, protect, and manage information systems and respect the rights of others. Users are responsible for safeguarding their identification, login names, and passwords, and should use them only as authorized.

Authorized Service Restrictions and Access

Users are required to comply with state and federal law, College policies, and normal standards of professional and personal courtesy and conduct. Access to College resources and services is a privilege that may be wholly or partially restricted by the College without prior notice and without the consent of the user. The College may permit the inspection, monitoring, or disclosure of user activity in certain circumstances.

Computer Viruses

Users should not open attachments in e-mail from senders unknown to the user. Attachments can contain dangerous computer viruses, which are frequently spread via e-mail. All wireless access users should have up-to-date virus protection on their personal laptop computers or wireless devices.

Confidentiality

The confidentiality of digital communications cannot be assured. Users should exercise extreme caution to communicate confidential or sensitive matters and should not assume that their communication is private or confidential.

Content

Material that is fraudulent, harassing, profane, obscene, intimidating, defamatory, or otherwise unlawful or inappropriate may not be sent by e-mail or other form of electronic communication. E-mails should not be used to endorse products, promote politicians or legislation, or express religious beliefs. Users should not send unsolicited, non-school related e-mail messages to persons with whom they have no prior relationship.

Digital Devices

Digital devices will not be used in a manner that causes disruption in the classroom, laboratories, the clinical setting, or within any facility utilized by the college. Students must follow the protocol established by the faculty for cell phone use in classroom and clinical settings as documented in the course syllabi and or/ program handbooks. Digital devices incorporating a camera must be turned off and out of sight in any area in which an individual has a reasonable expectation of privacy and the photographing or recording of any individual without their consent is prohibited.

Internet Access and Downloading

All students must comply with federal, state, and local laws while using the Internet. Downloading of entertainment files for personal use is prohibited. Users should not access Internet sites that may be considered offensive or disruptive to another student or employee.

Ownership

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

HEALTH INSURANCE

All students at Cabarrus College are required to have health insurance. If you do not have health insurance, Cabarrus College offers the option to purchase affordable health insurance, through a third-party vendor, at a student group rate with various payment plans and coverage. It is the student's responsibility to upload the Student Health Insurance form and provide a copy of the insurance card to the EXXAT student portal annually.

IDENTIFICATION BADGES

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

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

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

If a badge is lost, replacements will be at a cost to the individual. Replacement badges must be requested from the Student Affairs Staff Assistant, located in Suite 133 of the Main Campus building. Students who repeatedly fail to wear their badge will be subject to disciplinary action.

Badges are needed to access the majority of locations within the building including, but not limited to elevators, stairwells, common areas, and study areas. Students who graduate, withdraw, separate, or take a leave of absence will be required to return their identification badge to the front desk secretary. Badges not returned will be automatically deactivated.

IMMUNIZATIONS

North Carolina law requires all students entering undergraduate or graduate studies at any public or private college or university in North Carolina to provide proof of the following immunizations:

- Diphtheria, tetanus and pertussis (3 doses, one within the past ten years)
- Polio (3 doses, only if under the age of 18)
- Measles (2 doses)
- Mumps (2 doses)
- Rubella (1 dose)
- Hepatitis B (3 doses)
- Varicella (1 dose)
- Meningococcal conjugate (MenACWY) (2 doses). Those born before January 1, 2003, are not required to get the MenACWY vaccine.

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

- 2 MMR vaccines or a positive titer
- 2 Varicella vaccines or a positive titer
- 3 Hepatitis B vaccines or a positive titer
- 1 Tdap vaccine within 10 years
- Flu vaccine (must be updated annually)
- TB Skin Test (Two 2-step tests or 1 QuantiFERON Gold are required upon enrollment.
    - If you have a history of positive TB Skin tests, you need a negative chest x-ray results dated within five years of your health assessment

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

- Denied admission to class or clinical activities

- Registration hold
- Late fee
- Dismissal from the College

Students enrolled in the following programs: CHW, CPM, RN-BSN, BSMI, HSLD, and MSHS are treated as online non-clinical and do not have to complete the vaccination requirements, excluding flu as it is a requirement of Advocate/Atrium Health.

INCIDENT REPORTS

Incidents Involving Students on the College Campus

The person discovering, directly involved, or closest to an incident involving a student shall complete an online CARE Event Report within 24 hours. The CARE Event Report can be found on People Connect: https://peopleconnect.atriumhealth.org/Tools/Business-Tools/Concern-and-Incident-Reporting. The person discovering the incident should also verbally notify the Provost or Dean, Student Affairs and Enrollment Management of the incident within 24 hours.

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

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

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

Incidents Involving Students Performing Clinical Duties at a Atrium Health Facility

The clinical instructor should complete an online CARE Event Report within 24 hours from the time of the incident. The CARE Event Report can be found on PeopleConnect: https://peopleconnect.atriumhealth.org/Tools/Business-Tools/Concern-and-Incident-Reporting. After accessing the link select "Teammate – Work-Related Illness & Injury (ROII). The clinical instructor should notify the appropriate Program Chair of a student incident. The Program Chair should in turn notify the Academic Dean who will notify the Provost or Dean of Student Affairs and Enrollment Management of an incident involving a student within 24 hours.

Incidents Involving Students Performing Clinical Duties at a Facility Other Than an Atrium Health Facility

The clinical instructor should comply with the facility's policy and procedure for reporting an incident involving a student. The clinical instructor should notify the appropriate Program Chair of a student incident. The Program Chair should notify the Academic Dean who will notify the Provost or Dean, Student Affairs and Enrollment Management of an incident involving a student within 24 hours.

Incidents Involving Patients at an Atrium Health Facility Being Cared for by Students

Students should immediately notify the Clinical Instructor of any patient related incident. The Clinical Instructor should complete an online CARE Event Report within 24 hours from the time of the incident. The CARE Event Report can be found on PeopleConnect: https://peopleconnect.atriumhealth.org/Tools/Business-Tools/Concern-and-Incident-Reporting. After accessing the link select "Care Event Reporting". The Clinical Instructor should notify the Program Chair of incidents involving patients being cared for by a student within 2-24 hours of the

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

Incidents Involving Patients at a non-Atrium Health Facility Being Cared for by Students

Students should immediately notify the Clinical Instructor of any patient related incident. The Clinical Instructor should comply with the facility's policy and procedure for reporting a patient incident. The Clinical Instructor should notify the Program Chair of an incident involving a patient being cared for by a student within 2-24 hours depending on the severity of the event. The Program Chair should notify the Academic Dean who will notify the Provost or Dean, Student Affairs and Enrollment Management within 2-24 hours of the event depending on the severity.

LOST AND FOUND

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

NONDISCRIMINATION

It is the Cabarrus College of Health Sciences Governing Board policy to provide an equal educational opportunity for all students. The College will not unlawfully discriminate on the basis of race, color, creed, religion, national origin, gender, marital status, disability, sexual orientation, gender identity, gender expression, age or any other reason not related to the student's individual capabilities. Cabarrus College uses a competitive admission process. Any questions regarding requests for reasonable accommodation should be made to the Mental Health Counselor.

PARKING

Each student, faculty, and staff member of the College and visitors who park a vehicle on College property will be required to obtain a parking decal or temporary pass and abide by parking regulations in this policy and that of Atrium Health Cabarrus (refer to Parking Policy). Parking is available to all faculty, staff, students and visitors at the main College building lot. Parking spaces in front of and to the left of the main College building (when entering from Medical Park Drive) are available to faculty, staff and visitors. Parking spaces to the right of the main building are available to students. Overflow parking is available to all in the Carolina Mall parking lot. Students, when working as an Atrium Health Cabarrus employee must park in the designated employee lot of Atrium Health Cabarrus. Students participating in clinical/fieldwork at Atrium Health Cabarrus must park in the designated Cabarrus College student parking lot.

Student parking is prohibited in the Cabarrus Health Sciences Institute (CHSI) parking lot, as well as the Plaza building.

Parking Citations

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

Parking Decals—Enrolled Students

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

Parking Decals—Visitor Passes

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

PATIENT PRIVACY

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

What is PHI and how is it used?

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

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

What are the consequences of violating HIPAA?

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

What about Social Media?

- Social media helps individuals stay connected with others and depict their experiences.
- Technology can be a benefit or a risk, depending on how it is used.
- Information about patient care situations should not be discussed online. Just because a patient's name, address, phone number, DOB, etc. is not used on a social network does not mean the individual cannot be identified by the information provided.
- The best practice is to let social media be about your social life.

PHYSICAL AND EMOTIONAL STANDARDS POLICY

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

- Critical Thinking—Critical thinking ability sufficient for clinical and fieldwork judgment. For example: students must be able to identify cause-effect relationships in clinical or fieldwork situations; collect and analyze data to aid in problem solving; develop or participate in the development of care plans.
- Interpersonal Skills—Interpersonal abilities sufficient to interact with individuals, families, groups, etc. from a variety of social, emotional, cultural and intellectual backgrounds. For example: students shall establish rapport with clients and healthcare team members.
- Communication Skills—Communication abilities sufficient for interaction with others in verbal and written form. For example: explain treatment procedures, initiate health teaching, document and interpret professional actions and client responses.
- Mobility—Physical abilities sufficient to move from room to room and maneuver in small spaces, stand and walk for extensive periods of time. For example: frequent trips from the workstation to the client's room and mobility to move around in client's room, workspaces and treatment areas.
- Motor Skills—Gross and fine motor abilities sufficient to provide safe and effective care. For example: calibrate and use equipment, document care, position and move clients, administer cardiopulmonary procedures, and perform skilled procedures.
- Hearing—Auditory ability sufficient to monitor and assess health needs. For example: hear monitor alarms, emergency signals, auscultatory sounds and cries for help.
- Visual—Visual ability sufficient for observation and assessment in care. For example: observe client responses, and specimen color.
- Tactile—Tactile ability sufficient for physical assessment. For example: perform palpation, functions of physical examination and/or those related to therapeutic intervention, insertions of catheters, and taking pulses.
- Weight-Bearing—Ability to lift and manipulate and move 45-50 pounds daily. For example: position clients, move equipment.
- Cognitive Abilities—Ability to concentrate, utilize abstract thinking; organize responsibilities, and make decisions. For example: students shall assess client complaints, provide prioritized client care and implement appropriate plans.

The examples listed above are not all inclusive.

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

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

In the event of behavioral difficulties (such as depression, marital and emotional problems, stress, chemical abuse, financial difficulties and other emotional problems) the student will be referred to the appropriate professional for consultation and follow-up. The student must present a medical release from the health care provider to the Mental Health Counselor, who will in turn notify the Dean, Student Affairs & Enrollment Management for review. If appropriate, and as needed, the Dean will notify faculty member(s), course coordinator(s) and/or the program chair.

Any student who has been diagnosed with an infectious and/or contagious disease must present appropriate documentation along with a medical release from the healthcare provider to the Dean, Student Affairs & Enrollment Management. Students must be cleared by the Dean to attend in person class/lab/clinical/fieldwork prior to returning to course activities.

NOTE: All medical releases must document the student's ability to perform at the physical and emotional standards as described. Additionally, all medical documentation, including releases, will be kept in the student's record in the Mental Health Counselor's office and/or Dean, Student Affairs and Enrollment Management's office.

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

POSSESSION OF WEAPONS, FIREARMS AND DANGEROUS ITEMS

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

PROFESSIONAL BEHAVIOR

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

Campus Dress

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

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

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

SEX OFFENDERS

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

TITLE IX SEXUAL MISCONDUCT (DISCRIMINATION, HARASSMENT, ASSAULT AND RETALIATION)

Cabarrus College of Health Sciences is committed to providing an educational learning and professional working environment for all students and employees that maintain equality, dignity, and respect. In keeping with this commitment, Cabarrus College strictly prohibits discriminatory practices including harassment and discrimination on the basis of race, color, religion, sex, creed, ethnicity, age, national origin (including ancestry), citizenship status, sexual orientation, gender identity, gender expression, physical or mental disability, marital or parental status, military status, or on any other protected category under applicable local, state or federal law, including protections for those opposing discrimination or participating in any grievance process on campus, with the Equal Employment Opportunity Commission, and/or other human/civil rights agencies.

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

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

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

Definitions

Discrimination

Discrimination is the unfair treatment of a person or group on the basis of prejudice or real or perceived differences. Discrimination includes, but is not limited to, deliberate actions causing unfair or unfavorable treatment based on race, gender, religion, national origin, color, age, protected Veteran status, disability, treatment of pregnant or parenting students, genetic information, sexual orientation, gender identity or any other category that is protected by federal, state, or local law.

Harassment

Harassment is any action by an employee or student, regardless of position that:

- Is unwanted attention perceived as demeaning, intimidating, or bothersome.
- Unreasonably gets in the way of another employee/student's work or academic experience.
- Creates an intimidating or hostile environment.
- Singles out an employee or student, and is to that individual's disadvantage, because of race, color, religion, sex, age, national origin, sexual orientation, pregnancy, gender identity, disability, military status, genetic information indicating predisposition to chronic diseases, or any other basis prohibited by law.

Examples of behaviors that may be harassment are actions, words, comments, jokes, racial or ethnic slurs, or threats. Actions may be verbal, physical, or visual.

Sexual Misconduct

Sexual misconduct is unwelcome behavior of a sexual nature that includes, but is not limited to, acts of sexual harassment, violence or assault.

Sexual Harassment

Sexual harassment is any instance of *quid pro quo* harassment by a school's employee; any unwelcome conduct that a reasonable person would find so severe, pervasive, and objectively offensive that it denies a person equal educational access; any instance of sexual assault (as defined in the Clery Act), dating violence, domestic violence, or stalking as defined in the Violence Against Women Act (VAWA).

Stalking

Stalking is engaging in conduct directed at a specific individual that would cause a reasonable person to fear the person's safety or the safety of others or suffer substantial emotional distress.

Sexual Violence and Assault

Assault is an intentional and voluntary act resulting from non-consensual sexual contact, non-consensual sexual intercourse, or other unwanted, harmful or offensive actions/contact.

- **Sexual violence** is a prohibited form of sexual harassment. Sexual violence includes physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent due to use of drugs and/or alcohol or an intellectual or other disability.
- **Sexual assault** includes, but is not limited to rape, fondling, incest, statutory rape, forced sodomy, forced oral copulation, rape by a foreign object, sexual battery, sexual coercion, and threat of sexual assault.
- **Other forms of assault** may include fighting, attacking someone physically or emotionally, or threats of bodily harm.

Dating and Domestic Violence

Unwanted controlling, abusive, sexual, and aggressive behavior that occurs in romantic, family or other close relationships.

- Dating violence is committed by a person who is, or has been, in a social relationship of an intimate or romantic nature. Dating violence includes, but is not limited to, sexual or physical abuse, or the threat of such abuse.
- Domestic violence is committed by a current or former spouse or intimate partner, by persons sharing a child, or by cohabitating partners. Domestic violence includes, but is not limited to, sexual or physical abuse, or the threat of such abuse.

Retaliation

Retaliation, or taking adverse action against a student, another student, employee or co-worker based on the fact they have reported harassment, is prohibited by Cabarrus College policy. Examples of inappropriate retaliation could include disciplining when not merited, unjustified negative grades or appraisals, threats or intimidation, moving one to a less favorable schedule, or other action intended to harm the complaining party.

Consent

Consent is a voluntary agreement to engage in sexual activity. A person is unable to give consent if they are incapacitated due to unconsciousness, the use of alcohol or drugs, or have an intellectual or other disability. Previous relationships, history of sexual activity, or past consent does not imply future consent. Silence or absence of resistance does not imply consent. Coercion, force or threat invalidates consent. Consent can be withdrawn at any time.

Workplace Violence

Workplace violence includes, but is not limited to:

- Physically assaulting another individual on properties of Cabarrus College or its clinical affiliations. Such actions include, but are not limited to, unwanted hostile contact, such as hitting, pushing, shoving, or throwing objects.
- Threatening another individual, stating a present or future intention to cause physical or mental harm. Any expression of intent to cause physical or mental harm is considered to be a threat.
- Harassing another individual through communication or behavior designed or intended to intimidate, threaten, or frighten another individual.
- Damaging another individual's, Cabarrus College's or Atrium Health's property.
- Having a weapon at Cabarrus College, in Atrium Health facilities, or other clinical locations (except for team members authorized to carry a weapon as part of their necessary/essential job duties).

Anyone who believes he or she has been a victim of a sexual offense or needs immediate assistance should contact Atrium Health Cabarrus Security Services at 704.403.1192 or extension 6.6595 (from a College phone) or the Atrium Health Cabarrus telephone operator at 704-403-3000.

The College has designated the following individual as the Title IX Coordinator, to coordinate the College's compliance with, education of, and response to inquiries concerning, Title IX as well as to receive reports of alleged Title IX violations, as well as violations of this policy: Mary Elmore, Associate Dean, Student Affairs and Enrollment Management, 704-403-3218, or titleixcoordinator@cabarruscollege.edu. Those requesting reasonable academic arrangements following an incident will be appropriately accommodated. The Employee Assistance Program is available to provide confidential, professional support.

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

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

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

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

SOCIAL MEDIA COMMUNICATIONS

Social Media Guidelines

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

Social Media Outlets

The college utilizes Facebook, Twitter, LinkedIn, TikTok, and Instagram to provide news and updates about Cabarrus College. The college will regularly post content, including student pictures,

advertisements for upcoming events, news stories related to Cabarrus College, student spotlights, and general college announcements. Suggestions for postings should be made to socialmedia@cabarruscollege.edu. The content of postings will be determined by the Dean, Student Affairs and Enrollment Management, or Manager, Marketing and Events.

SOLICITATION AND FUNDRAISING ON CAMPUS

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

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

STUDENT ACTIVITIES/EVENTS

All activities/events must first be approved by submitting the Meeting, Event, Fundraising and Solicitation Approval Form to the Director, Student Success & Engagement. The Director will review the form and either send to the Dean, Student Affairs and Enrollment Management for final approval or send the form back to the requestor for revisions. The Office of Student Success & Engagement is available to assist individual students or student clubs and organizations with activity or event planning in alignment with Policy 08 11.

STUDENT COMPLAINTS OR GRIEVANCES

Complaints regarding grades, policy decisions, and academic college dismissals should be made in accordance with the Academic Appeals procedures found in the Academic section of this Catalog, and in alignment with Policy 02 19. Each type of appeal will follow a different appellate chain which may vary depending on the personnel involved. The Director, Student Success & Engagement is available to assist students and personnel with questions regarding the grievance and appeals process. In all cases, the student's right to privacy will be observed.

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

STUDENT PARTICIPATION IN COLLEGE DECISION-MAKING

Cabarrus College values input from students and has developed several opportunities for students to participate in decision making processes:

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

Students who are interested in participating in the above events or sharing their ideas in other ways should contact the Office of Student Success & Engagement.

STUDENTS WITH DISABILITIES

Cabarrus College of Health Sciences provides reasonable accommodations, upon request, to qualified individuals with documented disabilities, in accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973. Disability Services assists students with physical, psychological and learning disabilities in fulfilling the curriculum's fundamental requirements by accessing reasonable accommodations to ensure that they have equal access to educational opportunities at the College.

Students with physical, psychological, and learning disabilities may have a need for reasonable accommodation throughout their enrollment. Regardless of circumstances, students wishing to request accommodations must self-identify and must meet with the Mental Health Counselor at the beginning of each academic year or as soon as they wish to request services. Although accommodation requests may generally be submitted at any time during the academic year, students are encouraged to submit all required documentation as early as possible to allow sufficient time for review and implementation. New requests for accommodations should be submitted no later than two weeks prior to the start of the final examination period. Requests received after this deadline will be reviewed and, if approved, may be implemented the following academic semester. However, if a disability-related need arises unexpectedly during the final examination period, the request will be evaluated individually. The Documentation of Disability Form should be completed every three years by a medical provider for Cabarrus College students and every five years for Cabarrus Health Science Institute (Early College) students. The Request for Accommodations form should be completed every year. All information related to disabilities will remain confidential.

The College is not required to fundamentally alter its course/degree requirements to grant accommodations.

TOBACCO FREE CAMPUS

Cabarrus College prohibits the use of all tobacco products on campus and in its facilities. This includes the College campus and the campuses of clinical and fieldwork affiliates. Any form of tobacco including, but not limited to, cigarettes, electronic cigarettes, vapor sticks, cigars, pipe tobacco, chewing tobacco, snuff, etc. is prohibited. Tobacco free areas include all property such as building stairways, and outside areas adjacent to building entrances and exits; parking lots, parking decks and within any personal vehicle while conducting College business. Tobacco use is discouraged on properties neighboring the campuses of the College and affiliates. Students enrolled in classes with a clinical or fieldwork component must not have a recognizable odor of tobacco smoke when returning from breaks or in preparation for assignments. Violation of this policy constitutes misconduct, and the student will be subject to disciplinary action up to and including dismissal. Students may contact EAP for resources available to assist students with cessation of tobacco usage. Quit Smart Smoking Cessation classes are available through Northeast Health and Fitness Institute for a fee.

TRANSPORTATION TO CAMPUS, CLINICAL AND FIELDWORK

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

VOTER REGISTRATION

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

STUDENT CODE OF CONDUCT, STUDENT DISCIPLINE SYSTEM & APPEAL PROCEDURES

Preface

At Cabarrus College of Health Sciences, students are expected to uphold and abide by certain standards of conduct that form the basis of the Code of Conduct. These standards are embodied by a set of core values that include Caring, Commitment, Teamwork, and Integrity. All members of the campus community bear responsibility for their conduct. As members of the College community, students are expected to adhere to all published rules, regulations and policies. Students are also obligated to the laws of the city, county, state, and nation. Recognized organizations are expected to adhere to the same standards of conduct as students.

A. Students at Cabarrus College of Health Sciences have a responsibility to act in a manner that promotes the well-being, respect, safety and security of all members of the College community.
B. It is the responsibility of students to know and understand individual department policies as well as campus policies published in the College Catalog and Student Handbook.
C. The Student Code of Conduct is applicable to any student enrolled in or accepted for an academic program (including Cabarrus Health Sciences Institute students), or taking courses as a non-degree student, regardless of credits carried and also applies to any recognized student club/organization.
D. The Student Code of Conduct applies to student conduct, which occurs at Cabarrus College of Health Sciences, or any of its grounds or at any college-related activity regardless of location, in addition to all clinical/fieldwork affiliated sites. In addition, the Student Code of Conduct applies when student conduct, wherever it occurs, calls into question a student's suitability as a member of the Cabarrus College of Health Sciences community.
E. Students who allegedly violate the Student Code of Conduct or other College regulations become subject to disciplinary action through the Student Discipline System.
F. Students may be accountable to both civil authorities and to Cabarrus College of Health Sciences for conduct, which constitutes violations of local, state and federal law and of the Student Code of Conduct or other College policies. On-campus disciplinary procedures at Cabarrus College may be carried out prior to, simultaneously with or following civil or criminal proceedings off-campus at the discretion of the Dean, Student Affairs and Enrollment Management, or designee. On-campus disciplinary proceedings will not be subject to challenge on the ground that civil or criminal charges involving the same incident have been dismissed, reduced or pending. When a student has been charged with a civil or criminal violation(s) of law, Cabarrus College of Health Sciences will neither request nor agree to special consideration for the student solely because of his or her status as a student.
G. The Student Code of Conduct and Student Discipline System are published in order to give students general notice of prohibited conduct. The Student Code of Conduct should be read broadly and is not designed to define misconduct in exhaustive terms.
H. The Student Code of Conduct and Student Discipline System are not to be regarded as contracts between students and Cabarrus College of Health Sciences. Cabarrus College reserves the right to amend any provision of the Student Code of Conduct and Student Discipline System at any time. Cabarrus College will publish amendments in relevant campus publications.
I. Any conduct which may have been influenced by a student's mental state (irrespective of the ultimate evaluation), or the use of alcohol or other drugs shall not in any way limit the responsibility of the student for the consequences of his or her actions.
J. A "disciplinary hold" may be placed on a student's academic record when a student does not comply with a disciplinary sanction or withdraws from the College prior to a disciplinary

hearing. Students with a disciplinary hold may not be permitted to register, request transcripts, receive a diploma, add or drop courses, or participate in other College activities.

K. A business day is defined as a day when Cabarrus College of Health Sciences administrative offices are open.

Student Code of Conduct

The following conduct shall constitute violations of the Student Code of Conduct:

1. Academic Dishonesty

1.01 Plagiarism – the use of one's own or another person's words, ideas, or results without giving that person appropriate credit.

1.02 Cheating – the use of inappropriate or prohibited materials, information, sources, or aids in any academic exercise.

1.03 Fabrication – the invention or falsification of sources, citations, data, or results, and recording or reporting them in any academic exercise.

1.04 Facilitation of Dishonesty – knowingly or negligently allowing one's work to be used by other students without prior approval of the instructor or otherwise aiding others in committing violations of academic integrity.

1.05 Academic Sabotage – deliberately impeding the academic progress of others.

1.06 Violation of Research or Professional Ethics – violating the code of ethics specific to a particular profession and violations of more generally applicable ethical requirements for the acquisition, analysis, and reporting of research data and the preparation and submission of scholarly work for publication.

1.07 Violations Involving Potentially Criminal Activity – theft, fraud, forgery, or distribution of ill-gotten materials committed as part of an act of dishonesty.

Refer to the Academic Integrity section under Academic Information and Policies for further information on the handling of academic dishonesty violations.

2. Personal Conduct

2.01 Obstruction or disruption of teaching, clinical/fieldwork/practicum sites, administration, disciplinary system or other College activities or unauthorized activities.

2.02 Conduct, regardless of where it occurs, that is in violation of federal, state and/or local law or College policies that brings into question ones' suitability as a member of the College community.

2.03 Disrupting the academic and/or clinical pursuits of fellow students, faculty or clinical preceptors, or infringing upon the privacy, rights or privileges of other persons.

2.04 Violating the privacy of students and/or student educational records (Family Educational Rights & Privacy Act – FERPA).

2.05 Violating the privacy of patients and/or patient records (Health Insurance Portability and Accountability Act – HIPAA).

2.06 Photographing or recording any individual without their consent.

2.07 Theft, damage, wrongful utilization of goods or services, possession of stolen property.

2.08 Damaging, destroying, defacing or wrongful distribution of College property, property related to activities of the College, property of any member of the College community, property of outside individual/agency, to include affiliated clinical training sites.

2.09 Stealing, assisting others or attempting to steal College property or property of any member of the College community or outside individual/agency.

2.10 Harassment by personal vilification, including such harassment on the basis of gender, race, color, disability, religion, age, sexual orientation or national or ethnic origin.
For these purposes, speech or other expression constitutes harassment by personal vilification if it:

a. is intended to insult or stigmatize an individual or a small number of individuals on the basis of their gender, race, color, disability, religion, age, sexual orientation, national or ethnic origin, or other personal characteristic; **and**
b. is addressed directly to the individual or individuals whom it insults or stigmatizes; **and**
c. makes use of insulting or "fighting words" or non-verbal symbols. In the context of discriminatory harassment by personal vilification, insulting or "fighting words" or non-verbal symbols are those which by their very utterance tend to incite to an immediate breach of the peace, and which are commonly understood to convey direct and visceral hatred or contempt for human beings on the basis of their gender, race, color, disability, religion, age, sexual orientation, national or ethnic origin, or other personal characteristic.

2.11 Discrimination on the basis of race, religion, color, age, sexual orientation, gender identity, gender expression, sex, disability, veteran status, marital status, national or ethnic origin, or other personal characteristics.
2.12 Exhibiting conduct which is lewd, indecent, or obscene, or which is patently offensive to an individual, academic community or clinical practice setting.
2.13 Failure to comply with a disciplinary action or cooperate, meet with, or respond to a reasonable request of a College official.
2.14 Failure to notify the College of any existing or new criminal charges, convictions, or sanctions.
2.15 Failure to meet financial obligations to the College.
2.16 Failure to comply with College, program, clinical and fieldwork site policies.
2.17 Failure to abide by the Fundraising and Solicitation policy, including unauthorized solicitation.
2.18 Failure to abide by the Campus Communications, Electronic Communications, and Social Media Communications standards.

3. Physical Safety and Environmental Health

3.01 Physical assault, harassment of another person or threats of injury or harm to oneself or another person or any action which may subject oneself or another person to physical or mental injury.
3.02 Sexual assault, sexual harassment of another person or threats of a sexual nature or injury or harm to another person.
3.03 Possession, storage, or discharging firearms, including explosives, fireworks or other dangerous items or substances.
3.04 Creating a fire hazard, bomb or a dangerous situation which endangers others including false reports of fire or bombs, failing to evacuate, as well as tampering with, damaging or removing fire safety equipment.
3.05 Trespassing, unauthorized entry into any College building, structure, or facility related to College activities, or attempt to do the same.
3.06 Using, making or causing to be made any key or keys for any building, laboratory facility or room of the College, or room on premises related to College activities unless authorized by an administrator in charge; or attempting to do same.
3.07 Failure to abide by College policy governing parking.

4. Personal Identification and Representation

4.01 Falsification of one's identity or that of another.
4.02 Failure to wear and/or show student identification.
4.03 Failure to abide by the College/department/program policies of appropriate attire.
4.04 Misrepresenting oneself or another as a College official or campus organization.

4.05 Altering, transferring, forging, tampering with or falsifying any College or affiliated clinical practice site record or document or knowingly submitting false information for incorporation in such records.
4.06 Lying or falsification within the process of the Student Discipline System.
4.07 Unauthorized use of the College name.

5. *Alcohol, Drugs and Tobacco*
   5.01 Failure to adhere to College policies governing alcohol.
   5.02 Failure to adhere to College policies governing drugs.
   5.03 Failure to adhere to College policies governing tobacco.

Student Discipline System

Cabarrus College of Health Sciences expects its students to adhere to the student code of conduct and uphold the College values of caring, commitment, teamwork, and integrity. Respect for the rights of others, openness to new and challenging ideas, civility and courtesy are examples of this expectation. The Student Discipline System is designed to address alleged violations of the Student Code of Conduct. The goal of the Student Discipline System is to support the educational mission of the College by ensuring that an atmosphere of acceptance, curiosity, and integrity is maintained.

Procedure

If at any time it is the judgment of the faculty, staff, administration, or any clinical/fieldwork/practicum affiliate that a student has failed to meet the behavioral expectations of the College, the student may face disciplinary action. Matters brought before the Disciplinary System for review and possible action may take on a variety of forms; including but not limited to written complaints, verbal complaints, grievances, referrals from outside individuals/agencies (e.g. Police Department), etc. Any member of the Cabarrus College of Health Sciences community or outside individual/agency may submit a complaint against a currently enrolled student within 30 business days of discovery of the alleged violation.

Matters involving academic dishonesty will be investigated by and addressed by the faculty, in consultation with academic leaders of the College up to and including the Provost. When evidence suggests a Level 2 Violation has occurred, in addition to academic consequences, disciplinary sanctions for violation of the Student Code of Conduct are also warranted. The faculty member will notify the Program Chair. The Program Chair and faculty member will meet to discuss academic consequences. If the student does not agree with administered consequences, the Academic Appeals policy will be followed. (Please refer to the Academic Integrity section and Academic Grievances and Appeals section under Academic Information and Policies.)

The Program Chair also will inform the Dean, Student Affairs and Enrollment Management of Level 1 violations for record keeping and tracking and Level 2 Violations for processing through the Code of Conduct. If the student does not agree with administered consequences, the Student Code of Conduct appeals process will be followed.

All non-academic matters/complaints will be referred to the Dean, Student Affairs and Enrollment Management, or designee who may take one or more of the following steps within 5 (five) business days:

1. Dismiss the matter/complaint, or,
2. Schedule a disciplinary conference between the student and the most directly impacted level of the organization, or,
3. Schedule an administrative (informal or formal) hearing or,

4. Impose interim restrictions when there are sufficient facts to show that the student's continued presence on the campus or at clinical/fieldwork/practicum sites, endangers the physical safety or well-being of others or him/herself or disrupts the educational process of the College.

Disciplinary Conferences & Hearings

1. The Dean, Student Affairs and Enrollment Management or designee will conduct disciplinary conferences and hearings.
2. The objective of the disciplinary conference is for the charged student and the individual submitting the complaint and/or Dean, Student Affairs and Enrollment Management/designee to agree upon a mediated solution. If an agreement is reached, the case will end with no opportunity for appeal. All parties must agree to the outcome. If no agreement can be reached, the case will be referred to the Dean, Student Affairs and Enrollment Management or appropriate appellate officer (if initially heard by the Dean, Student Affairs and Enrollment Management) for an administrative hearing or at the conclusion of the disciplinary conference, dismiss the complaint.
3. The disciplinary hearing can be informal (hearing with the student and Dean, Student Affairs and Enrollment Management) or formal (hearing with all parties involved).
4. Charges involving serious physical assault, weapons or sexual assault will be heard through a formal hearing.
5. Disciplinary conferences and hearings will be conducted as soon as possible, but no more than 5 (five) business days after the accused student has been notified. Charged students may request one postponement of the disciplinary hearing to be granted at the discretion of the Dean, Student Affairs and Enrollment Management, or designee.
6. Notice to appear for a disciplinary conference or a hearing will be in writing and will include the specific alleged violations of the Student Code of Conduct, the time and place of the disciplinary conference or hearing, the names of any/all witnesses who will testify (formal hearing), the fact that failure to appear for the hearing will result in the hearing being conducted in the charged student's absence, the fact that the charged student may provide the names of witnesses who will appear on his/her behalf (formal hearing) and the fact that the accused may request additional information about the judicial process.
7. When multiple parties are involved in the same incident, the Dean, Student Affairs and Enrollment Management, or designee will decide whether the cases will be heard together or separately.
8. Disciplinary conferences and hearings are not open to the public and are confidential in nature.
9. Only evidence introduced at the disciplinary hearing will be considered in determining a charged student's responsibility. General rules of evidence need not be followed.
10. The decision of the disciplinary hearing officer will be made on the basis of whether it is more likely than not that the charged student violated the student code of conduct.
11. Any person, including the charged student, who disrupts a disciplinary hearing or who fails to adhere to the rulings of the hearing officer may be excluded from the hearing.
12. Disciplinary conferences and hearings may be recessed at any time provided they are reconvened within five business days.
13. The timeline for the hearing process may be altered due to hearing officer(s) absences (e.g. work commitments away from the office, planned vacations, illness), provided the accused student is notified in writing of the postponement.
14. The Office Student Success & Engagement is available to assist students in the understanding of the judicial process.

Rights of All Parties

1. Charged students will be entitled to:
   a. Written notice of charges, the time and place of the disciplinary conference or hearing, the names of all witnesses who will testify (formal hearing), the fact that failure to appear for the hearing will result in the hearing being conducted in the charged student's absence, the fact that the charged student may provide the names of witnesses who will appear on his/her behalf (formal hearing) and the fact that the accused may request additional information about the judicial process and consideration on appeal;
   b. Opportunity to present his/her case, question the complainant and witnesses (if available), present witnesses on their behalf (formal hearing);
   c. Not answer any questions or make any statements during a disciplinary hearing. Such silence will not be used against the charged student; however, the outcome of the disciplinary hearing will be based upon the testimony (or lack thereof) presented during the hearing;
   d. Be advised by an advocate who is a full-time faculty or professional staff member of Cabarrus College of Health Sciences, or Cabarrus Health Sciences Institute. Advocates are not permitted to address the hearing officer and may not participate directly in any disciplinary conference or hearing;
   e. Be advised by an attorney where there are criminal charges that have arisen or may reasonably be expected to arise. Attorneys are not permitted to address the hearing officer and may not participate directly in any disciplinary conference or hearing. In such cases, the hearing officer will also be permitted legal counsel;
   f. Be informed of the decision, in writing within five (5) business days following the conference or hearing.
2. Persons filing a complaint will be entitled to:
   a. Notice of the time and place of the disciplinary conference or hearing and the opportunity to testify;
   b. Be advised by an advocate who is a full-time faculty or professional staff member of Cabarrus College of Health Sciences or Cabarrus Health Sciences Institute. Advocates are not permitted to address the hearing officer and may not participate directly in any disciplinary conference or hearing;
   c. Opportunity to appeal the decision based on a procedural error;
   d. Notice of the decision.
3. Alleged victims will be entitled to:
   a. Notice of the time and place of the disciplinary conference or hearing and the opportunity to testify;
   b. Submit a victim impact statement to explain the emotional, physical, financial, educational and/or other impact(s) the incident has had on the alleged victim's life. This statement may be read into the disciplinary record;
   c. Be advised by an advocate who is a full-time faculty or professional staff member of Cabarrus College of Health Sciences, or Cabarrus Health Sciences Institute. Advocates are not permitted to address the hearing officer and may not participate directly in any disciplinary conference or hearing;
   d. Notice of the decision;
   e. In cases involving sexual assault, the alleged victim will be entitled the same rights as the charged student and to testify and respond to questions in a closed tape session;
   f. Opportunity to appeal the decision based on a procedural error.

Sanctions

1. In determining a sanction, the responsible student's present demeanor and past disciplinary history/prior violations, nature and severity of the offense, the severity of any damage, injury or harm resulting, and other factors may be considered.

2. The hearing officer may impose any one or more of the following sanctions:
   a. Warning. Verbal or written notice that the behavior has been inappropriate. May be considered part of a student's disciplinary record in future disciplinary action.
   b. Restitution. Financial compensation for damages or offenses. May not exceed three (3) times the value.
   c. College/Educational Service. Assignment of an appropriate project or attendance at an educational workshop that will benefit the College community, responsible student or others.
   d. Referral. A student may be referred to the College's Mental Health Counselor, Employee Assistance Program (EAP) or other appropriate offices or local agencies (e.g. Law Enforcement Agencies, Licensure Boards) when deemed appropriate by the Dean, Student Affairs and Enrollment Management, or designee.
   e. Restriction. Denial of access to any campus facility, activity, class, program, clinical/fieldwork/practicum site or denial of student privileges.
   f. Disciplinary Probation. A period of time during which a student's or organization's behavior is subject to close examination. Students may be prohibited during this time from serving on College committees, holding elected or appointed office in SGA or holding office or participating in campus organizations.
   g. Deferred Suspension. A delayed removal from class/the College for a period up to one year. Any proven violation during this period will result in immediate suspension for a specific period of time.
   h. Suspension. Removal from class/the College for a specified period of time ranging up to a maximum of two years. Suspended students must remove themselves from the campus totally. The expiration of the suspension period is no guarantee of re-admittance, and may be based on space availability, and completion of any sanctioned condition of readmission.
   i. Deferred Loss of Recognition. A delayed removal of recognition as a recognized student organization. Any proven violation during this period will result in immediate loss of recognition for a specified period of time.
   j. Loss of Recognition. During this time, a recognized student organization may not associate itself with the College by using the College name, facilities, and/or other rights and privileges of recognized student organizations. The expiration of the loss of recognition period is no guarantee of re-recognition.
   k. Deferred Dismissal/Expulsion. A delayed dismissal from the College for a period up to one year. Any proven violation during this period will result in immediate dismissal/expulsion from the College.
   l. Dismissal/Expulsion. Permanent removal from the College.
   m. Other sanctions. Other sanctions may be imposed instead of or in addition to those specified above. Such as a "zero" or "failure" on an assignment, quiz, exam or course for violations of the academic integrity policy.

Appeals

This procedure is for any grievance *other than academic* (e.g. grade appeals). Students who wish to appeal an academic decision must follow the Academic Appeal Process, outlined in this College Catalog and available on the College's website.

Students have the right to present a grievance and appeal if they believe a decision is unjust. The Office of Student Success & Engagement is available for consultation and assistance to students during this process. Students must follow the process outlined below:

1. Students wishing to appeal a decision must do so in writing within five (5) business days of receiving notice of the results of the hearing. All requests are to be submitted to the Dean, Student Affairs and Enrollment Management, or designee.

2. Upon receipt of the appeal letter the Dean, Student Affairs and Enrollment Management or designee, must refer the request to the appropriate appellate officer.
3. The appellate officer, or designee, may determine there are no grounds for the appeal, thus upholding the decision or determine that the sanction is excessive or inadequate and alter it accordingly, or return it to the prior level for further appropriate proceedings.
4. Appeals must be considered based on the following criteria: a. procedural error; b. finding is not supported by the evidence; c. the sanction is excessive or inappropriate.
5. Persons filing a complaint are also entitled to appeals based on a procedural error.
6. Students are afforded one level of appeal and the appellate officer's, or designee's decision will be final.

Interim Restrictions

1. The Dean, Student Affairs and Enrollment Management, or designee, may impose upon a student pending disciplinary action, immediate restrictions without prior notice whenever there are sufficient facts to show that the charged student's continued presence on the campus or at clinical/fieldwork/practicum site, endangers the physical safety or well-being of others or him/herself or disrupts the educational process of the College.
2. Interim restrictions may include, but are not limited to suspension from class/College/clinical training sites, limitation of access to designated campus facilities by time and location, restriction of communication with named individuals within the College community and/or the requirement to secure advance authorization to engage in a specified activity.
3. The student shall have the opportunity to meet with the Dean, Student Affairs and Enrollment Management, or designee, to present his or her own version of the facts and to indicate why interim restrictions should not be imposed. Following this meeting, the decision of the Dean, Student Affairs and Enrollment Management, or designee will be final.
4. Violations of interim restrictions may result in suspension or dismissal from Cabarrus College of Health Sciences.

Record

Disciplinary records are educational records and are maintained in the office of the Dean, Student Affairs and Enrollment Management for one year after the student graduates. Disciplinary records are not considered to be part of a student's permanent record maintained by the College, except in cases of disciplinary suspension or dismissal. A copy of the suspension and/or dismissal disciplinary letter is sent to the Office of Student Records and Information Management and indicated on official transcripts. Federal and state laws govern all records and access to them.

STUDENT SERVICES

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

ACADEMIC ADVISING

Cabarrus College is committed to:

- Aligning efforts in advising between faculty and staff
- Student success regardless of mode of delivery
- Fostering and promoting personal and professional growth
- Nurturing the self, one another, and the greater community

All students will receive academic advising from a faculty advisor. Advisors are assigned by the Office of Student Records and Information Management. If faculty advisors are unavailable or require additional support in advising their caseloads, they may request the assistance of the Student Success Coaches who serve as their students' secondary academic advisors. Advisors provide academic assistance and individualized support to promote each student's success including but not limited to:

- Reviewing program specific requirements.
- Assessing the educational and career objectives of the student.
- Educating students on pertinent College procedures (i.e., curriculum leave of absence, course withdrawals, minor declaration, etc.).
- Facilitating the development of decision-making skills critical to success in college and life.
- Referring students to campus services that will best ensure the students' success both on campus and in meeting their career goals.
- Referring students to campus and community resources to ensure overall wellbeing.

The ultimate responsibility lies with the individual student to comply with all academic policies and to fulfill graduation requirements.

ACADEMIC SUPPORT

Faculty and staff meet with individual students to help them assess their learning styles, develop goals for their academic programs, and implement strategies that will maximize their performance at the College and beyond. In addition to study skills and time management strategies, staff members work with students to address specific academic issues and help students identify services that will aid them in achieving their goals.

CHILDREN ON CAMPUS

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

COUNSELING SERVICES - ON-SITE SERVICES

Individual counseling helps students address issues causing emotional distress and those which may be interfering with their personal goals and/or academic success. Cabarrus College students can meet with a professional, licensed counselor to address such issues as stress and anxiety, relationship concerns, adjustment difficulties, depression, self-esteem, eating and body image concerns, and a variety of other emotional and developmental issues.

Cabarrus College students are provided access to this on-site counselor at no cost. The services are provided in a casual and secure environment so that students can feel safe and confident in their decision to seek help. The counselor will help clarify concerns and offer treatment options if needed.

The sessions are time-limited, with a maximum number of six sessions permitted per academic year. If the student has used the six sessions and further counseling is required, referrals can be made to Atrium Health Employee Assistance Program (EAP). See information below. Alternatively, if students choose, they may also access clinical counseling from community providers. The clinical counselor does coordinate services if a student already has a professional counseling relationship.

Students may access the clinical counselor by visiting office 314 in the main building.

COUNSELING SERVICES - OFF-SITE SERVICES THROUGH ATRIUM HEALTH (ATRIUM HEALTH EAP)

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

Cabarrus College students and family members over eight years old can visit an EAP counselor at no cost. The services are provided in a casual and secure environment so that students can feel safe and confident in their decision to seek help. The counselor will help clarify concerns and offer treatment options if needed. The sessions are time-limited, with a maximum number of six sessions permitted per calendar year. If the student has used the six sessions and further counseling is required, referrals can be made to area treatment professionals whose services can often be billed to a student's insurer.

Atrium Health EAP requires its counselors to meet strict credentialing requirements to maintain its ability to address the complex assortment of student problems that may arise. EAP staff hold a variety of licensures and credentials including Certified Employee Assistance Professional (CEAP) certifications, Certified Substance Abuse Counselor (CSAC) certifications, Substance Abuse Professional (SAP) certifications, National Certified Counselor (NCC) certification and/or Licensed Professional Counselor (LPC) credentials. For more information, call the EAP office of Atrium Health at 704-355-5021 or 800-384-1097. For more information, visit the Atrium Health EAP website at www.chs-eap.org. All contacts are private and confidential. Cabarrus College does not receive individual client information.

Atrium Health EAP provides confidential access to information, referrals, and crisis assistance 24 hours a day, seven days a week. All students and employees have access to EAP by calling 1-800-384-1097 or 704- 355-5021 or visiting https://atriumhealth.org/medical-services/prevention-wellness/behavioral-health/eap. Eligibility is extended to any student's or employees' immediate family members and dependent children between the ages of eight and twenty-six.

Atrium Health Locations:

720 East Blvd.
Charlotte, NC 28203

802 N. Lafayette St.- Suite E
Shelby, NC 28150

380 Copperfield Blvd.
Concord, NC 28025

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

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

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

Prevention and Wellness Seminars

The Mental Health Counselor and Atrium Health EAP staff offer training and wellness seminars. These workshops are designed to provide students with education and training on today's work/life balance issues. Sample topics include: budgeting, stress management, and dealing with difficult people.

Seminars may also be offered as web-based training. These webinars allow participants to dial in toll-free from any location and interact through a real-time training session on any desktop computer.

EMERGENCY STUDENT LOAN PROGRAM

In an effort to meet the needs of unforeseen emergencies encountered by students, an Emergency Student Loan service is available through the Office of the Dean for Student Affairs and Enrollment Management. The Emergency Student Loan is a $150 (per semester) interest free loan, repayable within 30 days.

Under extreme circumstances, an applicant may apply for more than $150 and/or a longer repayment schedule, but only with the approval of the Dean, Student Affairs and Enrollment Management. Loans are available to enrolled students for academic supplies, medication, food or other living expenses not able to be met due to unforeseen circumstances. Emergency loans may not be used for College tuition and/or fees. Students may apply for loans by visiting the Office of the Dean, Student Affairs and Enrollment Management or by calling 704-403-3202 for an appointment.

FOOD SERVICES

Students have access to Atrium Health Cabarrus' cafeteria (Cafe 920) or at nearby restaurants at their own expense. The Hayes Student Pavilion in the main building, and the Student Commons in the Plaza building are equipped with a vending system (Avenue C) that has a varied selection of fresh foods, snacks, drinks and much more. There are also microwave ovens provided for student use.

HEALTH SERVICES

Students needing health services should follow the criteria as defined in personal insurance policies or contact their carrier for specific instructions. If students are unable to reach their private physician, Atrium Health Cabarrus' Emergency Care Center offers 24-hour access. Atrium Health Urgent Care Cabarrus offers care from 8 a.m. until 8 p.m., seven days per week except for major holidays. Atrium Health Urgent Care Cabarrus is located at 1090 NorthEast Gateway Court, NE, Suite 202 in Concord. The number is 704-403-9050. Students are responsible for any fees or charges for medical care or ancillary services. All students are eligible for annual flu immunizations, at no cost, when available.

Students are eligible to receive employee discounts at Atrium Health Cabarrus' Gateway and Pavilion Pharmacies by requesting the discount and presenting their current ID badge.

LIBRARY

Location, Services, Hours, and Staff

The College's Library is located at Atrium Health Cabarrus near the employee entrance on the lower level of the hospital. The Library is accessible to anyone at the College and is a short walk or driving distance away. The physical space has 12 computer workstations connected to a network printer and access to the Internet. A computer classroom with 18 computers available to students on a first come first serve basis and is connected to a dedicated printer. The Library has wireless access available if a patron prefers using their laptop or mobile phone. Study space is available 24 hours a day with student badge access. Duplication services are provided to all users at no cost.

The Library provides a variety of information literacy services to the Advocate/Atrium Health community of students, faculty, staff, and employees. Some of these services are individual consultations on selecting resources for research and searching databases, book circulation and providing a study area.

The Library staff includes three American Library Association accredited librarians with Masters' degrees. The librarians assist students with research, access to resources, and special projects. The

librarians are available in person at the physical location, and by e-mail and phone. The librarians can also receive faxed requests.

Cabarrus College Health Sciences Library can be accessed 24 hours a day with the badge reader for patient chart review. Hospital guidelines apply to the library space. Librarians can be contacted seven days a week by email, with regular library staffing hours of 8-5 M-F with weekends and evenings by appointment.

Online Resources

Faculty, staff and students can access the Library website at Home - Cabarrus College of Health Sciences Library - LibGuides at Cabarrus College of Health Sciences.

The Cabarrus College of Health Sciences Library is a member of NCLive, North Carolina's Statewide library cooperative. Content includes 1.8 billion full-text articles, eBooks, streaming videos, digitized newspapers, language learning tools and instruction programs.

Library users are also given access to The North Carolina AHEC Digital Library Platform which houses our custom subscriptions which provides 104 electronic databases, over 23,000+ indexed e-journals, and 12,000+ health sciences text e-books. Examples of available electronic journals and electronic databases include Ovid Medline (1946 to present), EBSCO's CINAHL Complete, PsycArticles, Academic Search Elite, EBSCO Clinical and Nursing Collections, Rittenhouse R2Collection and EBM Resources Cochrane Database of Systematic Reviews among many others.

Physical Resources

The Library has over 4800 book and journal titles listed in its online catalog. The online catalog is hosted by Resource Mate and can be found at https://16721.rmwebopac.com/?dbNum=1&action=3&Type=B.

The Medical Library for Cabarrus College maintains several collections of particular interest to our patrons, for example:

- General Collection – a mix of historical and current books
- Leadership
- Reserve Collection – this collection supports the College programs
- Pastoral Care
- Respiratory Therapy
- Reference
- Occupational Therapy
- Nursing
- Print Journals
- North Carolina AHEC Digital Library Collection
- NCLive
- E-journal Collection
- Cabarrus College Nursing Research E-book Collection
- Digital Yearbooks

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

Most current textbooks are available in the library offices for in-library use. Volumes in the Textbook Collection do not check out.

NET PRICE CALCULATOR

In accordance with the Higher Education Act of 2008, each College that participates in Federal student aid programs is required to post a Net Price Calculator on its website at Cabarrus Admissions Calculator | Cabarrus College of Health Sciences. The purpose of the calculator is to provide an estimated net price to current and prospective students.

This calculator only utilizes data from first-time, full-time students. Depending on your situation, this calculator may or may not be a good indication of the overall student net price. The calculator only includes scholarships and grants. It excludes the low interest Federal Direct Loans and Federal Work Study which are offered to Cabarrus College students who meet the criteria. Please visit https://cabarruscollege.edu/financial-information/calculator to access the calculator.

ORIENTATION

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

SINGLE POINT OF CONTACT

Cabarrus College's *Single Point of Contact (SPOC)* is Sherry Hamilton, Student Success Coach. The SPOC can assist those in need who are enrolling in or attending Cabarrus College. Assistance includes:

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

Contact Sherry Hamilton at 704-403-1616 or sherry.hamilton@cabarruscollege.edu for assistance.

STUDENT RESOURCE CENTER

The Student Resource Center is located online in the College's Learning Management System (CANVAS) and is available 24/7/365. The Student Resource Center is a one-stop-shop, offering a broad range of support services and resources to meet students' needs throughout their academic

journey. By accessing the online Student Resource Center, students can receive information on Community Resources, Financial Literacy, Forms, and Student Engagement. Students are also provided information to identify Tutoring Services, the Library, and Voter Information.

In addition, Cabarrus Health Sciences Institute (Early College) students have access to an Early College Student Resource Center which provides more specific information surrounding the early college pathways and experiences.

At Cabarrus College, we are committed to providing students with the support and opportunities needed to make the most of their college experience. We encourage students to visit and familiarize themselves with the available resources through the online Student Resource Center in CANVAS to stay on the path to success. Remember, utilizing campus resources is a sign of strength; it shows perseverance, responsibility, and commitment to your goals.

STUDENT SUCCESS SERVICES

The Office of Student Success & Engagement offers the following services and programs to aid our students in their Cabarrus College journey:

- Tutoring services – offered at no charge to the student.
    - Attend one-on-one peer tutoring sessions led by Cabarrus College students by connecting with the College's tutoring platform, Knack.
    - Connect with on-demand professional tutors for live and asynchronous drop-in sessions 24/7, schedule an appointment in advance, submit writing for detailed review, or ask questions through the Knack tutoring platform.
- Grade Warning System
    - The College has devised two formal grade warning systems to help students attain a successful educational experience.
        - Early Alerts: The early alert warning system allows faculty and staff to identify students with concerns related to academics and life circumstances.. Most alerts are raised by the fourth week of the semester, though faculty and staff may submit alerts at any time of the semester. Students are contacted by their Student Success Coach or the Early College Liaison and instructed to schedule an appointment with their assigned academic advisor and/or instructor(s), to discuss available resources and to develop a Student Success Plan. Early alerts allow the students ample opportunity to correct academic behaviors or to seek assistance for life circumstances before midterm or final grades are assigned.
        - Midterm Alerts: After official midterm grades have been posted, any undergraduate student with a D+ or below in a course with a nonclinical prefix or a C+ or below in a course with a clinical prefix receives notification from the Office of Student Success & Engagement. These students are expected to meet with their Student Success Coach and their Academic Advisor or the Early College Liaison to develop a Student Success Plan. Graduate students are expected to maintain a 3.0 GPA and a grade of a B- in every major course. Students at-risk of not meeting these requirements will be expected to meet with their success coach at midterm to develop a Student Success Plan.
    - In addition to the early alert and midterm grade warning systems, Early College students enrolled at CHSI in 10th, 11th, and 12th grade are subject to a third alert as a final academic check-in. This formal intervention ensures that students who continue to experience academic challenges receive additional support before final grades are

assigned. Students who remain at risk after midterm interventions or who exhibit continued academic concerns will receive a Third Alert notification. These students are required to meet with the Early College Liaison to reassess their academic success, explore additional academic support options, and establish concrete steps to improve their performance. The goal of this final check-in is to provide Early College students with the resources and guidance needed to successfully complete their courses.

Steps to success may include but are not limited to: meetings with instructors, academic success strategies, referral to internal or external resources, and many more.

STUDENT TESTING AND SURVEYS

The College administers a variety of tests, inventories, surveys, and profiles. Students are requested to participate in surveys throughout the academic year as part of the College's institutional effectiveness to identify factors that influence graduate and undergraduate academic success and satisfaction.

STUDENTS WITH DISABILITIES

Cabarrus College of Health Sciences provides reasonable accommodations, upon request, to qualified individuals with documented disabilities, in accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973. Disability Services assists students with physical, psychological and learning disabilities in fulfilling the curriculum's fundamental requirements by accessing reasonable accommodations to ensure that they have equal access to educational opportunities at the College.

Students with physical, psychological, and learning disabilities may have a need for reasonable accommodations throughout their enrollment. Regardless of circumstances, students wishing to request accommodations must self-identify and must meet with the Mental Health Counselor at the beginning of each academic year or as soon as they wish to request services. Although accommodation requests may generally be submitted at any time during the academic year, students are encouraged to submit all required documentation as early as possible to allow sufficient time for review and implementation. New requests for accommodations should be submitted no later than two weeks prior to the start of the final examination period. Requests received after this deadline will be reviewed and, if approved, will be implemented the following academic semester. However, if a disability-related need arises unexpectedly during the semester, including during the final examination period, the request will be evaluated individually. The Documentation of Disability Form should be completed every three years by a medical provider for Cabarrus College students and every five years for Cabarrus Health Science Institute (Early College) students. The Request for Accommodations form should be completed every year. All information related to disabilities will remain confidential.

The College is not required to fundamentally alter its course/degree requirements to grant accommodations.

TEXTBOOKS AND ONLINE BOOKSTORE

Cabarrus College has an online bookstore at Cabarrus College of Health Sciences | Online Bookstore (bncvirtual.com) which includes the list inclusive of book titles, editions and ISBNs. The cost of books is not included in tuition and fees and varies by program. Titles are available in new, used, rental, and electronic format. Books may also be bought back at the end of the semester. Students may use Financial Aid credits to purchase books online.

A bookstore voucher will be issued to any student who meets all the following requirements before

the beginning of the payment period:

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

Students do not have to use the bookstore voucher provided. Use of the voucher is considered to have authorized the use of the FSA funds.

Bookstore Refund Policy

The online bookstore return policy is determined by ,BNC Cabarrus College's bookstore partner, and may be found at Cabarrus College of Health Sciences | Online Bookstore (bncvirtual.com)

Bookstore questions or information can be directed to Tammy Fulton (tammy.fulton@cabarruscollege.edu) or the MBS Help Center at 800-325-3252.

Bookstore voucher information can be directed to Robin Quinn (robin.quinn@cabarruscollege.edu).

TITLE IX COORDINATOR

Cabarrus College endeavors to promptly investigate any complaint regarding discrimination based on its programs and activities or based on any sexual harassment or violence. The Title IX Coordinator (Mary Elmore, Associate Dean of Student Affairs and Enrollment Management), is responsible for coordinating an immediate investigation of any complaint and ensures prompt resolution of student and/or employee complaints alleging any action related to sexual discrimination, harassment or violence. In case of a conflict or absence of the Title IX Coordinator, the Dean, Student Affairs and Enrollment Management will serve as the designee. The Title IX Coordinator's office is located in the Student Services Suite, Office 125 and can be reached at 704-403-3218 or titleixcoordinator@cabarruscollege.edu and after hours through Atrium Health Cabarrus Security at 704-403-3000.

VETERAN'S SERVICES

Cabarrus College respects the commitment our service men and women have made to our country and thank you for your service. There are three VA certifying agents: Valerie Richard, Director, Financial Aid, Alexis Hogue, Loan Officer and Mary Elmore Associate Dean, Student Affairs and Enrollment Management. All certifying agents are located in the Student Support Center (room 133) and look forward to helping students achieve their healthcare degree. Current information and resources for our veteran students is provided on our college web site at Veterans | Cabarrus College of Health Sciences A bulletin board located in the hallway near room 133 on the first floor provides updates that impact our VA students and helpful resources.

STUDENT HONOR SOCIETIES AND ORGANIZATIONS

Honor Societies

Lambda Nu National Honor Society (ΛN)

Lambda Nu, the National Honor Society for Radiologic and Imaging Sciences chartered a local North Carolina Gamma Chapter at Cabarrus College to recognize scholarship within the Medical Imaging discipline. This chapter is open to students and alumni with a cumulative GPA of 3.0 after completing 12 credit hours in the program. For verification of eligibility, contact the Medical Imaging Program Chair. Members will be eligible to display the green and maroon ΛN honor cords at graduation.

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

Sigma Theta Tau International Honor Society of Nursing (Sigma)
The local Sigma Theta Tau Chapter recently amended its charter in April 2018, when Wingate University joined with Cabarrus College to become the Upsilon Mu at-Large Chapter. The chapter strives to uphold the mission of Sigma "developing nurse leaders anywhere to improve healthcare everywhere." Sigma supports this through its numerous professional development products and services that focus on the core areas of education, leadership, career development, evidence-based nursing, research, and scholarship. These products and services advance the learning and professional development of members and all nurses who strive to improve the health of the world's people. Membership to the Upsilon Mu at-Large Chapter is by invitation to baccalaureate and masters nursing students who: demonstrate excellence in scholarship (cumulative GPA 3.00 or higher for BSN students and 3.50 or higher for MSN students); have completed at least half of the nursing program curriculum; and rank in the highest 35 percent of their class. Nurse leader membership is offered to RNs in the community who hold a baccalaureate degree or higher in nursing or other disciplines and demonstrate achievement in nursing.

Student Organizations

Black Student Association (BSA)
The Black Student Association of Cabarrus College of Health Sciences is dedicated to needs, concerns, and the progress of the diverse population of the college community. The Black Student Association works with the College in assessing and addressing the needs of the diverse population while supporting the implementation and sustainability of college-wide efforts to enhance cultural competence in healthcare delivery.

All members of the student body are eligible for membership into the BSA. All prospective members of the BSA are strongly encouraged to be cognizant of their origins or shall familiarize themselves with the culture, traditions, and lifestyle of the diverse community. The Black Student Association does not discriminate based on race, color, religion, gender, national origin, age, sexual orientation, veteran status, and physical or mental disability.

Cabarrus College Association of Nursing Students (CCANS)
The Cabarrus College Association of Nursing Students is a local chapter of the National Student Nurses Association (NSNA). Membership in the Cabarrus College chapter is voluntary, open to all enrolled ADN, TBSN, ABSN, RN-BSN, and MSN students. There is no payment required for membership dues; however, membership in the North Carolina Association of Nursing Students (NCANS) or National Student Nurses Association (NSNA) requires payment of annual dues. The Cabarrus College chapter strives to uphold the NSNA's core values of advocacy, caring, diversity, leadership and autonomy, professionalism, and quality education. The club's purposes are to: aid in the development of student nurses as truly democratic citizens and future leaders of the nursing profession; advocate for quality nursing education; broaden students' horizons as individuals and as members of a group; promote professional and social unity among student nurses: while preparing them for initial licensure, engage in service projects within the college itself and surrounding communities; convey standards of professionalism, accountability, and ethical behavior within the nursing profession; stimulate understanding of and an interest in graduate professional nursing

organizations; serve as a channel of communication between the student nurse organizations and various graduate professional nurses' organizations; and to participate as an active constituent of the North Carolina Association of Nursing Students (NCANS).

Christian Student Union (CSU)
The Christian Student Union is a non-denominational organization which provides spiritual guidance and fellowship opportunities for all interested students. Activities may include community service projects, fundraisers, and social gatherings.

Future Biomedical Innovators (FBI)
The mission of the Future Biomedical Innovators (FBI) club is to empower students in their academic and professional pursuits by providing resources, mentorship, and networking opportunities. FBI is open to all members of the student body. While the club has a particular focus on pre-medical track Biomedical Science students, we welcome individuals from diverse academic backgrounds who share a passion for healthcare and the sciences to create an interdisciplinary coalition. Membership is not limited to students currently enrolled in the Biomedical Sciences program and is extended to anyone eager to learn more about the medical profession, engage in networking, and support their peers on the journey toward their future careers.

Medical Literary Association (MLA)
The primary objective of the Medical Literary Association is to establish a distinguished platform facilitating discourse through the publication of research essays, short stories, poems, and articles on diverse topics. Participants are encouraged to submit their contributions to the club, where they undergo review by the editorial board. Subsequently, on a semester or annual basis, the club will produce a comprehensive document showcasing the culmination of selected works. Membership is open to all Cabarrus College of Health Science students.

Medical Assistant Student Organization (MASO)
Membership in MASO is open to all students enrolled in the Medical Assistant Program. The purpose of this organization is to promote the Cabarrus College Medical Assistant Program and advance the profession further by encouraging participation in local, state, and national organizations of the Medical Assistant profession. Club members meet periodically to plan and participate in activities such as community service, professional development, and fundraising activities.

Social Media Club
The Social Media Club of Cabarrus College of Health Sciences will provide students a voice to express themselves and their programs on social media. The Social Media Club will work with the College in assessing and addressing the needs of the College population while supporting college-wide marketing efforts that enhance the College's image on social media platforms.

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

Student Occupational Therapy Association (SOTA)
The Student Occupational Therapy Association is open to all Occupational Therapy Assistant (OTA) and Occupational Therapy (OT) program students, or current students who are interested in enrolling

in the OTA program. The purpose of the organization is to promote the profession of occupational therapy and provide education and service to the community through student activities. Students are encouraged to influence current issues affecting the occupational therapy profession through their involvement in the state and national occupational therapy associations. . OTA students become members of the American Occupational Therapy Association their freshman year and membership in the North Carolina Occupational Therapy Association is recommended.

Surgical Technology Student Association (STSA)
The Surgical Technology Student Association (STSA) is open to all students enrolled in the Surgical Technology program. This organization was established to promote professional growth and interest in the field of surgical technology. STSA provides opportunities for students to engage with guest speakers, participate in equipment demonstrations, and explore continuing education focused on the latest advancements in surgical technology.

ACADEMIC REQUIREMENTS

DEFINITIONS

Program of Study: A combination of courses designed to achieve the knowledge and skills required for entry into or advancement in a profession, or the pursuit of a higher degree. Successful completion of the program of study culminates in the attainment of a College-awarded certificate, diploma, or degree. The term "Program" may be used interchangeably with "Program of Study".

Certificate: An award approved by the Governing Board signifying a student's completion of a program of study designed for entry-level employment or for upgrading skills and knowledge within an occupation. Certificates must include at least 6 credit hours and should be completed in 1-2 semester's time.

Degree: An award approved by the Governing Board signifying a student's completion of an undergraduate or graduate program of study which typically can be completed in 4 years or less.

- Associate Degree: A degree awarded for completion of a minimum of 60 required program credit hours, primarily at the lower division (100-299) level, including at least 26 credit hours in the major and at least 15 general education credit hours. Clinical programs typically culminate with a capstone, internship, practicum, or level II fieldwork in the final semester. The degree may lead the individual directly to employment or to transfer into an upper-level baccalaureate program.

- Baccalaureate Degree: A degree awarded for completion of a minimum of 120 required program credit hours. For Baccalaureate Completion degrees, up to 72 credit hours may be earned from an Associate's degree. At least 27-30 major credit hours must be earned at the upper division (300-499) level. At least 6 of the 30 General Education credit hours must be at a level of 300 or above. The term "Bachelor's Degree" or "Bachelor's Completion Degree" may be used interchangeably with "Baccalaureate Degree".

- Master's Degree: A post-baccalaureate degree awarded for completion of a minimum of 30 major hours at the graduate (500-699) level. The degree typically culminates with a capstone, internship, practicum, Level II Fieldwork, scholarly project, or thesis in the final semester.

Diploma: An award approved by the Governing Board signifying a student's completion of a professional program of study at the 100 level, which typically can be completed within one full year

of study. Diplomas must contain a minimum of 35 credit hours, 23 credits in the major and 6 credits in general education.

Elective Courses: Depending on the program of study, students may select from an array of General Education Electives, Major Electives, or Non-Major Elective choices. These choices are listed in the Catalog at the end of each program of study. Programs listing a Non-Major Elective provide students with a broader selection of courses beyond those in the major. However, the course must be successfully completed in order to graduate. A Non-Curriculum Elective does not count toward either course or credit hour requirements for the enrolled program, and financial aid may not apply.

Major: A cohesive combination of discipline-specific, interdisciplinary, or multidisciplinary courses required by the diploma or degree program, not including undergraduate general education courses, which enable the student to attain breadth and depth of subject matter knowledge. An undergraduate major should include a combination of introductory, intermediate, and advanced courses appropriate to the degree level. A graduate major should include a capstone project, practicum, thesis, or other scholarly work in the final semester. The term "Field of Study" may be used interchangeably with "Major" at the graduate level. Examples of majors: Associate of Science degree with a major in Nursing; Bachelor of Science degree with a major in Medical Imaging; Master of Occupational Therapy degree.

Minor: A series of courses outside of the declared major curriculum, which complements the **s**tudent's major. The minor typically is a subset of course work from one or more disciplines, with all credits earned at an upper course level. Number of courses and credit hours required for the minor depends on the degree level. At least 50% of the credit hours for the minor must be taken at Cabarrus College.

Tracks: Completion of a major may include multiple options or tracks of approved courses, allowing the student to choose a specialty area of interest. Example of tracks: A student enrolled in the Bachelor of Science degree with a major in Health Science Leadership and Development might choose a Leadership or Education track.

GENERAL EDUCATION

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

Mission

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

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

- **Communication:** Students will be able to communicate effectively with an intended audience across a variety of formats.
- **Critical Thinking:** Students will be able to apply concepts and information to solve problems or make real-world decisions.
- **Cultural Context:** Students will be able to reflect on how their own values and assumptions, as well as broader societal influences, affect their engagement with others across varied

backgrounds and perspectives.

- **Collaboration:** Students will be able to collaborate with others to reach common goals.

General Education Core Requirements

Undergraduate degrees offered at Cabarrus College require completion of General Education coursework. Diploma students must complete a minimum of 6 semester hours of general education coursework. In associate degree programs, students must complete a minimum of 15 semester hours of general education coursework, with at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural sciences/mathematics. In baccalaureate programs, students must complete a minimum of 30 semester hours of general education coursework, with at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science/mathematics. General education coursework is optional in certificate programs. Graduate level programs need only focus on courses in the major; general education courses are not required.

LOUISE HARKEY SCHOOL OF NURSING

The Louise Harkey School of Nursing offers one graduate program and four undergraduate programs. The graduate program is the Master of Science in Nursing (MSN), designed for nurses who hold a Bachelor of Science in Nursing (BSN). The undergraduate programs include the Traditional Bachelor of Science in Nursing (TBSN), the Accelerated Bachelor of Science in Nursing (ABSN), the online RN-to-BSN completion program for registered nurses, and the Associate of Science in Nursing (ADN) degree.

Mission

To cultivate competent, caring nurse professionals through exemplary education and promotion of lifelong learning.

NURSING (Master of Science)

The Master of Science in Nursing (MSN) program of study prepares registered nurses for advanced roles in nursing leadership, clinical practice, and research. The MSN degree has two tracks: Leadership and Clinical Research. These two tracks share a total of seven core courses which provide a solid foundation for graduate level education.

Master of Science in Nursing – Clinical Research Track

Students desiring the Clinical Research track must hold a Bachelor of Science in Nursing. The Clinical Research track consists of 35 credit hours, including a 5-credit hour clinical practicum experience. Some courses are offered in modular semesters (7 weeks in the fall/spring and 6 weeks in the summer) while others are offered in the full 15-week fall/spring semester or 12-week summer semester. The practicum course (RSH 615) is a full 15-week semester course. Students attending part-time can complete all coursework in 6 semesters including a summer session. Students wishing to attend full-time can complete the program in 4 semesters, including a summer session as shown in the course schedule below.

Program Student Learning Outcomes – Clinical Research Track

Upon completion of the MSN program's Clinical Research track the student will be able to:

- Apply quality improvement methods, measures, and tools to enhance client safety and business performance.
- Manage culturally competent care through interprofessional collaboration and workplace inclusion.

- Evaluate emerging informatics and healthcare technology to improve clinical decision making and client care.
- Analyze scientific findings from multiple disciplines and evidence-based practice to improve client care and population health.
- Analyze complex healthcare systems to support the delivery of safe, quality, and equitable care. Evaluate the impact of clinical studies on individuals and investigational sites.
- Evaluate the application of the ethical principles that guide clinical research, federal regulations and Good Clinical Practice in a variety of sponsored clinical studies.
- Design strategies as a leader and change agent to promote health equity and improve population health outcomes.
- Engage in leadership behavior that fosters a spirit of inquiry in self and others to promote lifelong learning.
- Implement clinical research best practices while participating in a clinical trial study team.

Program Goals

- Prepare graduates to assume professional roles and responsibilities.
- Prepare graduates to engage in the profession of nursing through organizational, technological, and political processes.
- Prepare graduates to advance healthcare practice through inquiry and the application of evidence.

Master of Science in Nursing – Clinical Research Track Fall Course Sequence

Course #		Credit Hours
Fall		
NSG500**	Innovative Leadership for Organizational Transformation	3
NSG600**	Principles of Business and Finance in Health Care	3
NSG510**	Communication for Leaders	3
	TOTAL	**9**
Spring		
NSG515**	Nursing Informatics for the Advanced Practice Nurse	3
NSG525**	Workplace and Population Mental Health	3
RSH600**	Foundation of Good Clinical Practice in Clinical Trials	3
	TOTAL	**9**
Summer		
NSG520**	Complex Healthcare Delivery Systems	3
NSG620**	Lean: Healthcare Quality Improvement	3
RSH605**	Fundamentals of Clinical Research Management	3
	TOTAL	**9**
Fall		
RSH610**	Clinical Trials and Site Management	3
RSH615**	Clinical Trials Research Practicum	5
	TOTAL	**8**
	Total Degree Hours	**35**

* General Education Course
** Major Course

Master of Science in Nursing – Clinical Research Track Spring Course Sequence

Course #		Credit Hours
Spring		
NSG500**	Innovative Leadership for Organizational Transformation	3

NSG510**	Communication for Leaders	3
NSG515**	Nursing Informatics for the Advanced Practice Nurse	3
	TOTAL	**9**
Summer		
NSG520**	Complex Healthcare Delivery Systems	3
RSH600**	Foundation of Good Clinical Practice in Clinical Trials	3
NSG620**	Lean: Healthcare Quality Improvement	3
	TOTAL	**9**
Fall		
NSG525**	Workplace and Population Mental Health	3
NSG600**	Principles of Business and Finance in Health Care	3
RSH605**	Fundamentals of Clinical Research Management	3
	TOTAL	**9**
Spring		
RSH610**	**Clinical Trials and Site Management**	3
RSH615**	Clinical Trials Research Practicum	5
	TOTAL	**8**
	Total Degree Hours	**35**

* General Education Course
** Major Course

Master of Science in Nursing - Leadership Track

The MSN Leadership track consists of 36 credit hours, including a 6-credit hour clinical practicum experience. Some courses are offered in modular semesters (7 weeks in the fall/spring and 6 weeks in the summer) while others are offered in the full 15-week fall/spring semester or 12-week summer semester. The practicum course (NSG 625) is a full semester 15-week course that is completed in the last semester of the program. The program can be completed in 6 semesters of part-time study, including summer, or in 4 semesters of full-time study, including summer.

Program Student Learning Outcomes – Leadership Track

Upon completion of the MSN program's Leadership track the student will be able to:

- Analyze scientific findings from multiple disciplines and evidence-based practice to improve client care and population health.
- Analyze complex healthcare systems to support the delivery of safe, quality, and equitable care.
- Apply quality improvement methods, measures, and tools to enhance client safety and business performance.
- Evaluate research methods, data analysis, and results to resolve practice problems and inform change.
- Evaluate emerging informatics and healthcare technology to improve clinical decision making and client care.
- Design strategies as a leader and change agent to promote health equity and improve population health outcomes.
- Manage culturally competent care through interprofessional collaboration and workplace inclusion.
- Apply principles of evidence-based practice in the design, implementation, and evaluation of a scholarly project to improve client outcomes and care delivery.
- Examine leadership behaviors that promote the core values and ethical standards of the nursing profession.
- Engage in leadership behavior that fosters a spirit of inquiry in self and others to promote lifelong learning.

Program Goals

- Prepare graduates to assume professional roles and responsibilities.
- Prepare graduates to engage in the profession of nursing through organizational, technological, and political processes.
- Prepare graduates to advance healthcare practice through inquiry and the application of evidence.

Master of Science in Nursing – Leadership Track Fall Course Sequence

Course #		Credit Hours
Fall		
NSG500**	Innovative Leadership for Organizational Transformation	3
NSG510**	Communication for Leaders	3
NSG610**	Research for Advanced Practice Nursing	3
	TOTAL	**9**
Spring		
NSG515**	Nursing Informatics for the Advanced Practice Nurse	3
NSG525**	Workplace and Population Mental Health	3
NSG615**	Human Resource Management for Healthcare Leaders	3
	TOTAL	**9**
Summer		
NSG505**	Leadership Roles and Management Functions	3
NSG520**	Complex Healthcare Delivery Systems	3
NSG620**	Lean: Healthcare Quality Improvement	3
	TOTAL	**9**
Fall		
NSG600**	Principles of Business and Finance in Health Care	3
NSG625**	Nursing Leadership Practicum	6
	TOTAL	9
	Total Degree Hours	**36**

* General Education Course
** Major Course

Master of Science in Nursing – Leadership Track Spring Course Sequence

Course #		Credit Hours
Spring		
NSG500**	Innovative Leadership for Organizational Transformation	3
NSG515**	Nursing Informatics for the Advanced Practice Nurse	3
NSG610**	Research for Advanced Practice Nursing	3
	TOTAL	**9**
Summer		
NSG520**	Complex Healthcare Delivery Systems	3
NSG505**	Leadership Roles and Management Functions	3
NSG620**	Lean: Healthcare Quality Improvement	3
	TOTAL	**9**
Fall		
NSG510**	Communication for Leaders	3
NSG525**	Workplace and Population Mental Health	3
NSG600**	Principles of Business and Finance in Health Care	3

	TOTAL	**9**
Spring		
NSG615**	Human Resource Management for Healthcare Leaders	3
NSG625**	Nursing Leadership Practicum	6
	TOTAL	**9**
	Total Degree Hours	**36**

* General Education Course
** Major Course

Admission

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

- An official transcript showing completion of a bachelor's degree in nursing from an accredited program.
- Evidence of a minimum cumulative GPA of 3.0 in all post-secondary coursework.
- A current unencumbered, active license to practice as an RN in North Carolina or a compact state.
- Fast-track application process available for Advocate/Atrium Health teammates and alumni of Advocate/Atrium Health-affiliated colleges; NO application fee, essay or references required.

NURSING (Bachelor of Science)

The Bachelor of Science in Nursing (BSN) program of study prepares students for professional practice. The traditional and accelerated programs facilitate learning evidence-based safe nursing care at the entry level to begin a career in nursing. The RN-to-BSN completion program supports expansion of nursing knowledge to increase evidence-based practice application. BSN education prepares nurses for a wide variety of settings as well as providing the foundation for graduate level education.

Program Student Learning Outcomes

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

- Demonstrate core nursing concepts of compassion, caring, and advocacy with respect to unique client values, needs, and resources.
- Utilize evidence-based practice and clinical reasoning to deliver professional prioritized nursing care to clients in a variety of settings across various populations.
- Participate in intentional, collaborative interdisciplinary healthcare teams composed of clients, families, and other healthcare professionals to improve outcomes.
- Incorporate health information and information technology to promote quality improvement and drive clinical decision-making.
- Integrate scientific nursing knowledge with knowledge from other disciplines to achieve optimum patient outcomes and quality care for all.
- Examine the impact of health care policy, finance, and regulatory environments on equitable care delivery and improvement of population health outcomes.
- Incorporate high reliability tools and emerging principles of safety science to improve health outcomes and prevent harm while fostering a culture of safety.
- Evaluate the impact of organizational structure and multiple systems on delivery, access, and quality of care.
- Develop an identity that embraces professional nursing values, emotional intelligence, and moral courage to advance health equity and social justice.

- Demonstrate self-awareness of personal needs for growth through identification of strategies to promote professional maturity.

Bachelor of Science in Nursing, Traditional - Course Sequence

The Traditional Bachelor of Science in Nursing degree will be awarded to students who successfully complete a minimum of 120 hours of course work including general education, elective and nursing.

Program Goals

- Graduates will achieve an annual NCLEX-RN pass rate for first-time writers equal or greater than the annual national average for BSN graduates, but not less than 80%.
- Seventy percent (70%) of incoming students will graduate within 150% of the advertised program length of program (150% = ~~2.5~~ 6 years)
- Ninety percent (90%) of graduates will be employed as a registered nurse within 1 year after graduation.
- Ninety percent (90%) of graduates responding to the Graduate Survey will self-evaluate they successfully achieved the Program Student Learning Outcomes (PSLOs).
- Ninety percent (90%) of graduate employers responding to the Employer Survey will evaluate the graduate as successfully achieving the Program Student Learning Outcomes (PSLOs).

Bachelor of Science in Nursing, Traditional - Course Sequence

Course #		**Credit Hours**
Semester I		
BIO101*	General Biology I with Lab	4
ENG101*	English Composition I	3
MAT171*	Pre-calculus Algebra	3
PSY101*	General Psychology	3
SOC101*	Introduction to Sociology	3
	TOTAL	**16**
Semester II		
BIO190**	Microbiology with Lab	4
ENG102*	English Composition II	3
Elective	Nonmajor Elective	3
NTR210*	Nutrition Across the Lifespan	3
PSY150*	Human Growth and Development	3
	TOTAL	**16**
Semester III		
BIO210**	Anatomy and Physiology I with Lab	4
Elective	Nonmajor Elective	3
MAT201*	Introductory Statistics	3
SPA201*	Introduction to Hispanic Culture	3
	TOTAL	**13**
Semester IV		
BIO220**	Anatomy and Physiology II with Lab	4
CHW330	Interdisciplinary Collaborative Practice	3
COM301*	Communication, Culture and the Community	3
Elective	Nonmajor Elective	2
IHS350	Mindfulness for Self-Care	3
	TOTAL	**15**
Semester V		
NSG304**	Foundations of Nursing	7

NSG315**	Pathophysiology and Pharmacology for Nursing I	3
NSG320**	Health Assessment of Diverse Patients & Populations	3
NSG320L**	Physical Assessment Skills	1
NSG330**	Introductory Concepts of the Professional Nurse Role	**2**
	TOTAL	**16**
Semester VI		
NSG350**	Nursing Care for Adult Medical-Surgical Clients	7
NSG350L**	Advanced Nursing Skills Lab	1
NSG360**	Pathophysiology and Pharmacology for Nursing II	3
NSG370**	Healthcare Informatics	3
	TOTAL	**14**
Semester VII		
NSG380**	Population Focused Community Nursing	4
NSG400**	Nursing Care of Older Adults	2
NSG415**	Nursing Care of Women and Childbearing Families	4
NSG420**	Nursing Care of Childrearing Families	4
	TOTAL	**14**
Semester VIII		
NSG430**	Care of Patients & Their Families Experiencing Emotional or Mental Health Disruptions	**4**
NSG440**	Evidence Based Practice and Research in Nursing	**3**
NSG450**	Managing Complex Nursing Care in Diverse Populations	**6**
NSG460**	Nursing Leadership and Transition into Practice	**3**
	TOTAL	**16**
	Total Degree Hours	**120**

* General Education Course
** Major Course

Licensure

Upon verification by Cabarrus College of Health Sciences that education requirements are met, students are eligible to apply to take the National Council Licensure Examination - Registered Nurse (NCLEX-RN). Graduates passing the exam and meeting board requirements will receive the legal title of Registered Nurse (RN) from the North Carolina Board of Nursing (NCBON).

Admissions

For admission into the traditional four-year Bachelor of Science in Nursing program, applicants must meet the general college admission requirements found in the Catalog and submit:

- Standardized test scores on the SAT or ACT
    - Minimum SAT critical ready score of 480 and minimum math score of 440 or
    - Minimum ACT composite score of 21
- **May** waive ACT/SAT requirement (from above) if ALL of the following conditions are met:
    1. Must have two (2) of the following courses: General Biology with lab, Anatomy & Physiology I with a lab, Anatomy & Physiology II with a lab, or Microbiology with a lab, and;
    2. Must have 1 math course equivalent to MAT171 (Pre-Calculus Algebra) or MAT201 (Introductory Statistics), and;
    3. Must have Introduction to Psychology, and;
    4. Each course must be documented on an official transcript with a minimum grade of "C", and;
    5. Each course must be from an accredited institution, and;
    6. The cumulative GPA for all four (4) courses transferred (as outlined above) must be a

minimum of 3.0.

- Evidence of completion of a state-approved Nurse Aide I course within the last 14 months; or be on the current North Carolina NA-I registry prior to beginning the first nursing course.

For transfer students

- May transfer up to 48 credit hours.
- Applicants who have been enrolled in nursing courses from a previous associate degree in nursing or bachelor of science in nursing program, will be required to submit a formal letter from the dean or director of their former nursing program with their application. The letter must be on college program letterhead and state that the student was in good standing at the time of departure.
- A cumulative GPA of 2.5 is required.

For any student enrolled at Cabarrus College that does not progress in a general education or elective course which results in the course being repeated, a request must be submitted to the TBSN program chair requesting to begin nursing courses. This request must be submitted in writing the semester prior to the desire to enter nursing courses. The program chair will review the request and determine if the student is allowed to matriculate into the nursing program.

Bachelor of Science in Nursing – Accelerated

The Accelerated Bachelor of Science in Nursing degree will be awarded to students who successfully complete a minimum of 120 hours of course work. In this accelerated baccalaureate program, up to sixty (60) credit hours are awarded for successful completion of a prior degree which includes at least 30 hours of general education. This program requires an additional sixty (60) credit hours of nursing courses.

Program Goals

- Graduates will achieve an annual NCLEX-RN pass rate for first-time writers equal or greater than the annual national average for BSN graduates, but not less than 80%.
- Seventy percent (70%) of incoming students will graduate within 150% of the advertised program length of program (150% = 2.25 years)
- Ninety percent (90%) of graduates will be employed as a registered nurse within 1 year after graduation.
- Ninety percent (90%) of graduates responding to the Graduate Survey will self-evaluate they successfully achieved the Program Student Learning Outcomes (PSLOs).
- Ninety percent (90%) of graduate employers responding to the Employer Survey will evaluate the graduate as successfully achieving the Program Student Learning Outcomes (PSLOs).

Bachelor of Science in Nursing, Accelerated - Course Sequence

Course #		Credit Hours
Semester I		
NSG304**	Foundations of Nursing	7
NSG315**	Pathophysiology and Pharmacology for Nursing I	3
NSG320**	Health Assessment of Diverse Patients & Populations	3
NSG320L**	Physical Assessment Skills	1
NSG330**	Introductory Concepts of the Professional Nurse Role	**2**
	TOTAL	**16**
Semester II		
NSG350**	Nursing Care for Adult Medical-Surgical Clients	7
NSG350L**	Advanced Nursing Skills Lab	1
NSG360**	Pathophysiology and Pharmacology for Nursing II	3
NSG370**	Healthcare Informatics	3

	TOTAL	**14**
Semester III		
NSG380**	Population Focused Community Nursing	4
NSG400**	Nursing Care of Older Adults	2
NSG415**	Nursing Care of Women and Childbearing Families	4
NSG420**	Nursing Care of Childrearing Families	4
	TOTAL	**14**
Semester IV		
NSG430**	Care of Patients & Their Families Experiencing Emotional or Mental Health Disruptions	**4**
NSG440**	Evidence Based Practice and Research in Nursing	**3**
NSG450**	Managing Complex Nursing Care in Diverse Populations	**6**
NSG460**	Nursing Leadership and Transition into Practice	**3**
	TOTAL	**16**
	Prior Degree Credit	**60**
	BSN Completion Credit	**60**
	Total Degree Hours	**120**

* General Education Course
** Major Course

Licensure

Upon graduation from the accelerated BSN program and verification by Cabarrus College of Health Sciences that education requirements are met, students are eligible to apply to take the National Council Licensure Examination - Registered Nurse (NCLEX-RN). Graduates passing the exam and meeting board requirements will receive the legal title of Registered Nurse (RN) from the North Carolina Board of Nursing (NCBON).

Admission

For admission into the Accelerated Bachelor of Science in Nursing (ABSN) program, applicants must meet the general college admission requirements found in the Catalog and submit:

- Official transcript from an accredited institution documenting a bachelor's degree with a minimum GPA of 2.5.
- Evidence of successful completion of the following college level courses with a grade of "C" or higher:
  - Math (Algebra or Statistics)
  - Humanities/Fine Arts Elective
  - Nutrition
  - Psychology (Human Growth and Development or Developmental Psychology)
- Evidence of successful completion of the following college level courses with a grade of "B-" or higher completed in the last five years:
  - Anatomy and Physiology I and II with labs.
  - Microbiology with a lab
- Applicants who have been enrolled in nursing courses from a previous associate degree in nursing or bachelor of science in nursing program, will be required to submit a formal letter from the dean or director of their former nursing program with their application. The letter must be on college program letterhead and state that the student was in good standing at the time of departure.
- Evidence of completion of a state-approved Nurse Aide I course within the last 14 months; or be on the current North Carolina NA-I registry prior to beginning the first nursing course.

Bachelor of Science in Nursing, RN to BSN, Degree Completion

The Bachelor of Science in Nursing degree will be awarded to students who successfully complete a minimum of 121 hours of course work. In this baccalaureate completion program, up to seventy-two (72) credit hours are awarded for successful completion of an associate degree or diploma program in nursing which includes courses in the nursing major and general education. The completion program requires an additional 15 credit hours in general education and elective courses, and 34 credit hours in upper-level nursing and major courses for a minimum of 121 credit hours. All nursing (NSG) courses are designed to be completed in a five-week period.

Program Goals

- To provide an avenue for flexible, seamless progression for ADN-RNs to obtain a Bachelor of Science degree in Nursing.
- To prepare ADN-RNs for professional advancement by expanding skills in utilizing science to provide evidence-based patient-centered care.
- To prepare graduates for collaborative roles in promoting health for patients, families, and communities.

Bachelor of Science in Nursing, RN-BSN, Degree Completion - Fall Course Sequence

Course #		Credit Hours
Fall		
BUS310*	Introduction to Financial Management	3
NSG300**	Nursing in Society	3
NSG301**	Health Assessment	3
NSG303**	Nursing Leadership	3
	TOTAL	**12**
Spring		
IHS401*	Applied Statistics and Research Methods	3
NSG302**	Coping with Grief and Loss	3
NSG305**	Health Policy	3
NSG313**	Nursing Informatics	3
	TOTAL	**12**
Summer		
COM301*	Communication, Culture and Community	3
HSL410*	Legal and Ethical Issues in Contemporary Society	3
NSG406**	Quality and Safety in Nursing	3
NSG407**	Nursing Research	3
	TOTAL	**12**
Fall		
Elective	General Education or Non-Major Elective	3
NSG403**	Current Issues and Trends	3
NSG410**	Health and Population Service	3
NSG411**	Transitions in Care	4
	TOTAL	13
	Associate Degree Credit	**72**
	BSN Completion Credit	**49**
	Total Degree Hours	**121**

* General Education Course
** Major Course

Bachelor of Science in Nursing, RN-BSN, Degree Completion - Spring Course Sequence

Course #		Credit Hours
Spring		
BUS310*	Introduction to Financial Management	3
NSG300**	Nursing in Society	3
NSG301**	Health Assessment	3
NSG302	Coping with Grief and Loss	3
	TOTAL	**12**
Summer		
COM301*	Communication, Culture and Community	3
HSL410*	Legal and Ethical Issues in Contemporary Society	3
NSG305**	Health Policy	3
NSG313**	Nursing Informatics	3
	TOTAL	**12**
Fall		
IHS401*	Applied Statistics and Research Methods	3
NSG303**	Nursing Leadership	3
NSG403**	Current Issues and Trends	3
NSG406**	Quality and Safety in Nursing	3
	TOTAL	**12**
Spring		
Elective	General Education or Non-Major Elective	3
NSG407**	Nursing Research	3
NSG410**	Health and Population Service	3
NSG411**	Transitions in Care	4
	TOTAL	13
	Associate Degree Credit	**72**
	BSN Completion Credit	**49**
	Total Degree Hours	**121**

* General Education Course
** Major Course

Non-Major Electives
Choose from: • 300 Level or above HSL or EDU courses • 300 level or above General Education courses (BIO, COM, ENG, HUM, ENV, IHS, SOC)

Admission

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

- An official transcript which includes completion of an associate degree or diploma in nursing.
- Evidence of a minimum cumulative GPA of 2.5 in all post-secondary coursework.
- A current unencumbered, active license to practice as an RN in NC or compact license before beginning classes.
- Applicants enrolled in or currently graduating from an associate degree nursing program must provide two (2) professional references on the college **reference form** from current nursing faculty.
- Nurses who are currently employed with an unencumbered license must provide two (2) professional references on the college **reference form** from a supervisor, co-worker or recent instructor.

As a distance education program, it is important for applicants to understand the requirements with regard to characteristics of a successful online student, necessary computer skills, and technology requirements. Therefore, applicants should review the Distance Education sections of the College Catalog and the website.

NURSING (Associate of Science)

The Associate of Science in Nursing degree will be awarded to students who successfully complete 72 hours of course work. This program requires 28 credit hours in general education and elective courses, and 44 credit hours in nursing and major courses for a minimum of 72 credit hours.

Program Student Learning Outcomes

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

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

Program Goals

- Graduates will achieve an annual NCLEX-RN pass rate for first-time writers equal to or greater than the national mean for ADN graduates, but not less than 80%.
- Fifty-five percent of incoming students will graduate within the advertised length of the program.
- Ninety (90%) percent of graduates will obtain a job as a Registered Nurse within 1 year of graduation.

Associate of Science Degree in Nursing Curriculum Plans

Curriculum plans for fall and spring admissions list required courses for the degree.

Associate of Science in Nursing Fall Course Sequence

Course #		Credit Hours
Fall		
BIO100*	Medical Terminology	1
BIO210*	Human Anatomy & Physiology I	4
NSG101**	Introduction to Professional Nursing	1
NSG111**	Foundations in Nursing-Health Promotion	7
PSY101*	General Psychology	3
	TOTAL	**16**
Spring		

BIO220*	Human Anatomy & Physiology II	4
Elective*	Math Elective	3
ENG101	English Composition I	3
NSG121**	Foundations in Nursing – Chronic Conditions	7
	TOTAL	**17**
Summer		
NSG131**	Foundations in Nursing – Mental Health	6
PSY150*	Human Growth & Development	3
	TOTAL	**9**
Fall		
BIO190*	Principles of Microbiology	4
NSG202**	Application of Nutrition in Nursing	2
NSG203**	Application of Pharmacology in Nursing	2
NSG212**	Foundations in Nursing – Family Health	8
	TOTAL	**16**
Spring		
Elective *	Humanities/Fine Arts Elective	3
NSG231**	Transition to Professional Practice	2
NSG241**	Foundations in Nursing – Acute Illness	9
	TOTAL	**14**
	Total Degree Hours	**72**

Associate of Science in Nursing Spring Course Sequence

Course #		**Credit Hours**
Spring		
BIO100*	Medical Terminology	1
BIO210*	Human Anatomy & Physiology I	4
NSG101**	Introduction to Professional Nursing	1
NSG111**	Foundations in Nursing-Health Promotion	7
PSY101*	General Psychology	3
	TOTAL	**16**
Summer		
ENG101*	English Composition I	3
	TOTAL	**3**
Fall		
BIO220*	Human Anatomy & Physiology II	4
Elective*	Math Elective	3
NSG121**	Foundations in Nursing – Chronic Conditions	7
PSY150*	Human Growth & Development	3
	TOTAL	**17**
Spring		
BIO190*	Principles of Microbiology	4
NSG202**	Application of Nutrition in Nursing	2
NSG203**	Application of Pharmacology in Nursing	2
NSG212**	Foundations in Nursing – Family Health	8
	TOTAL	**16**
Summer		
NSG131**	Foundations in Nursing – Mental Health	6
	TOTAL	**6**
Fall		
Elective *	Humanities/Fine Arts Elective	3

NSG231**	Transition to Professional Practice	2
NSG241**	Foundations in Nursing – Acute Illness	9
	TOTAL	**14**
	Total Degree Hours	**72**

* General Education Course
** Major Course

General Education Electives	
Humanities/Fine Arts	**Math**
ENG210 World Literature	MAT171 Pre-calculus Algebra
HUM220 Music Appreciation	MAT152 Introductory Statistics
REL210 World Religions	
SPA201 Introduction to Hispanic Culture and Language	

Licensure

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

Admission

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

- Official transcript showing evidence of successful completion of the following high school or college level courses with a grade of "C" (2.0) or higher:
  - Algebra I
  - Algebra II
  - Geometry
  - Biology
  - Chemistry
- Standardized test scores on the SAT or ACT:
  - Minimum SAT critical reading score of 480 and minimum SAT math score of 440
  - Minimum ACT composite score of 21
- SAT/ACT scores may be waived for those with an associate or bachelor's degree earned in the U.S.
- Applicants who have been enrolled in nursing courses from a previous associate degree in nursing or bachelor of science in nursing program, will be required to submit a formal letter from the dean or director of their former nursing program with their application. The letter must be on college program letterhead and state that the student was in good standing at the time of departure.
- Evidence of completion of a state approved Nurse Aide I course within the last 14 months or be on the current N.C. NA I registry prior to beginning the first nursing course.

Selection of Pre-Licensure Nursing Students Requesting to Repeat Major Courses

Please see the Nursing Student Handbook for additional details.

Failure to progress in one Nursing Course

- If a student does not earn at least a B- in a nursing course, they will be unable to progress to the next nursing course. The course instructor will direct the student to meet with their Success Coach and Academic Advisor (in the absence of the academic advisor, the Program Chair or designee will meet with the student).
- Success Coaches and Academic advisors will assist the student in identifying options for the coming semester:
  - Repeat the nursing course (depending upon space availability), or
  - Request a change of major, or
  - Request a Curriculum Leave of Absence (CLOA), or
  - Withdraw from the College

  Once the student decides on a course of action, the Success Coach and Academic Advisor will assist in the process as needed.
- If a student desires to repeat after failing to progress in one nursing course, the advisor will inform the student of the following to be considered for a clinical space in future semesters:
  - The student must submit the Application for Re-enrollment to a Nursing Clinical Prefixed course, which includes an action plan for success, to the Program Chair at least 3 weeks before the start of the next course offering.
  - If the student plans to continue to take other courses even if they do not receive a space in the nursing course, the student remains an enrolled student.
- If there is no space open in a clinical course for the upcoming semester and the student chooses not to take other courses, the student must complete a Curriculum Leave of Absence (CLOA) form and pay the associated fee within one week after the start of the upcoming semester, or officially withdraw from the College.
- Decisions regarding selection of students to repeat courses will be made and communicated to the student by the Program Chair as early as possible, but at least within one week of the start of the following semester. In some instances, students may be offered a seat during the drop-add period which occurs from the first day of class through Friday of the first week.

Failure to progress in two Nursing Courses

- If a student does not earn at least a B- in two nursing courses, they will be dismissed from the program. The course instructor will direct the student to meet with the Program Chair to discuss options:
  - Request a change of major; or
  - Withdraw from the College; or
  - Apply for re-enrollment to the program.
- Applications for Re-Enrollment:
  - Include a reflection on factors that impacted prior program performance and proposed strategies for improvement.
  - Submit form to the Program Chair within three weeks after the posted last day of the semester.
  - Decisions will be made by the Program Chair. If accepted for re-enrollment, the student must complete the program through to graduation without another failure to progress or withdrawal from a course due to poor grades.

Failure to progress in the same course twice

A student may enroll in a course a maximum of two (2) times (this includes courses attempted and/or completed).

Guidelines for Selection of Students

The following factors will be considered in determining whether a student is granted a space to repeat a course:

- Clinical space availability. Spaces in a clinical nursing course in the program are limited by the North Carolina Board of Nursing.
- Student's activity in seeking assistance during the semester while in grade trouble.
- The number of students and faculty assigned to the specific course.
- The level at which the student meets the admission criteria.
- Student performance when in the course:
  - Numeric theory grades
  - ATI Performance
  - Attendance
  - Clinical performance
  - Professionalism
- Cumulative GPA at Cabarrus College of Health Sciences.
- The student's insight into strategies to ensure success when given a space in a clinical nursing course.

Students who are repeating a nursing course must repeat all aspects of the course satisfactorily. Students are required to attend clinical reorientation prior to the start of the course.

ALLIED HEALTH MASTER'S DEGREE PROGRAMS

MASTER OF SCIENCE IN HEALTH SCIENCES

The M.S. in Health Sciences has three tracks, Education & Training, Healthcare Leadership and Clinical Research, which is designed to develop leaders and advanced practitioners in diverse healthcare fields. The program core focuses on the complexity of healthcare delivery in the United States and the core knowledge necessary to be a successful leader, including healthcare business and finance, statistics, and a survey of the unique legal and ethical issues that confront healthcare leaders. Students will select a track specific to their professional goals to develop advanced knowledge and abilities within a particular field. Students will complete a field experience that includes a professionally aligned research project to demonstrate advanced research skills.

Mission

The mission of the Master of Science Health Science program is to provide progressive educational experiences that develop leaders and advanced practitioners in diverse healthcare fields.

Program Student Learning Outcomes

- Articulate the increasingly complex system of healthcare delivery in the United States.
- Demonstrate managerial business and finance knowledge for healthcare.
- Utilize applied statistics to analyze data within a healthcare organization.
- Apply legal and ethical principles in complex healthcare systems.
- Develop enhanced knowledge within a specific healthcare environment.
- Conduct field-based research that identifies and addresses current issues in an existing healthcare setting.

Master of Science in Health Sciences- Education & Training Track

The Education and Training Track prepares educators to train the next generation of healthcare professionals. This track covers educational theory, instructional design, and advanced teaching methods specific to healthcare. Participants will learn curriculum development, assessment strategies, educational technology, and leadership in academic settings.

With a mix of theoretical knowledge and practical application, students will create effective learning experiences and engage in teaching practicums and simulations. Graduates will be equipped to excel as educators, curriculum developers, and academic leaders, enhancing healthcare education and ultimately improving healthcare delivery.

Master of Science, Health Sciences Education & Training Track Fall Course Sequence

Course #		Credit Hours
Fall		
EDU550**	Practical Applications for Content Development and Instruction in Healthcare Education	3
MHS600**	Principles of Business and Finance in Healthcare	3
EDU560**	Assessment in Healthcare Education	3
	TOTAL	**9**
Spring		
IHS501*	Applied Statistic and Research Methods	3
EDU510**	Educational Principles for Healthcare Professionals	3
EDU555**	Healthcare Simulation and Virtual Instruction	3
HSL510**	Legal and Ethical Issues in Contemporary Society	3
	TOTAL	**12**
Summer		
MHS520	Complex Delivery	3
MHS690**	Advanced Clinical Practicum and Capstone Project	6
	TOTAL	**9**
	Total Degree Hours	**30**

* General Education Course
** Major Course

Master of Science, Health Sciences Education & Training Track Spring Course Sequence

Course #		Credit Hours
Spring		
IHS501*	Applied Statistic and Research Methods	3
EDU510**	Educational Principles for Healthcare Professionals	3
EDU555**	Healthcare Simulation and Virtual Instruction	3
HSL510**	Legal and Ethical Issues in Contemporary Society	3
	TOTAL	**12**
Summer		
MHS520	Complex Delivery	3
MHS690**	Advanced Clinical Practicum and Capstone Project	6
	TOTAL	**9**
Fall		
EDU550**	Practical Applications for Content Development and Instruction in Healthcare Education	3
MHS600**	Principles of Business and Finance in Healthcare	3
EDU560**	Assessment in Healthcare Education	3

	TOTAL	**9**
	Total Degree Hours	**30**

* General Education Course
** Major Course

Master of Science in Health Sciences – Clinical Research Track

The Clinical Research track is designed to equip healthcare professionals with the skills and knowledge necessary to lead advancements in clinical research, patient care, and treatment. Participants in this track will engage in rigorous coursework aimed at developing expertise in research methodologies, data analysis, ethical considerations, and regulatory requirements relevant to clinical research.

The track emphasizes hands-on learning experiences, including a practicum component, where students will have the opportunity to apply their knowledge in real-world settings. Through this practicum experience, participants will gain valuable insight into the complexities of conducting clinical research, collaborating with interdisciplinary teams, and addressing challenges in healthcare delivery.

Overall, the Clinical Research track aims to foster a cohort of professionals who are proficient in both the theoretical and practical aspects of clinical research, enabling them to drive innovation, improve patient outcomes, and contribute to advancements in the field of healthcare.

Master of Science, Health Sciences - Clinical Research Track Fall Course Sequence

Course #		**Credit Hours**
Fall		
RSH600**	Foundation of Good Clinical Practice in Clinical Trials	3
MHS600**	Principles of Business and Finance in Healthcare	3
RSH605**	Fundamentals of Clinical Research Management	3
	TOTAL	**9**
Spring		
IHS501*	Applied Statistics and Research Methods	3
RSH610**	Clinical Trials & Site Management	3
MHS615**	Advanced Clinical Research Trials and Protocol Design	3
HSL510**	Legal and Ethical Issues in Contemporary Society	3
	TOTAL	**12**
Summer		
MHS520**	Complex Healthcare Delivery	3
MHS690**	Advanced Clinical Practicum and Capstone Project	6
	TOTAL	**9**
	Total Degree Hours	**30**

Master of Science, Health Sciences - Clinical Research Track Spring Course Sequence

Course #		**Credit Hours**
Spring		
RSH605**	Fundamentals of Clinical Research Management	3
IHS501*	Applied Statistics and Research Methods	3
RSH600**	Foundation of Good Clinical Practice in Clinical Trials	3
HSL510**	Legal and Ethical Issues in Contemporary Society	3
	TOTAL	**12**
Summer		

RSH610**	Clinical Trials & Site Management	3
MHS520**	Complex Healthcare Delivery	3
	TOTAL	**9**
Fall		
MHS615**	Advanced Clinical Research Trials and Protocol Design	3
MHS600**	Principles of Business and Finance in Healthcare	3
MHS690**	Advanced Clinical Practicum and Capstone Project	6
	TOTAL	**9**
	Total Degree Hours	**30**

* General Education Course
** Major Course

Master of Science in Health Sciences- Healthcare Leadership Track

The Healthcare Leadership track is tailored to equip healthcare professionals with the requisite skills and knowledge to lead transformative changes in healthcare management and delivery. Through a rigorous curriculum, participants dive into leadership principles, ethical considerations, and effective management strategies pertinent to today's complex healthcare landscape. Hands-on experiential learning opportunities, including a practicum component, provide invaluable insight into real-world healthcare scenarios, fostering adeptness in navigating operational challenges and collaborating with interdisciplinary teams.

With a focus on both theoretical understanding and practical application, the Healthcare Leadership track aims to cultivate a cohort of proficient leaders poised to drive innovation and effect positive change within healthcare organizations. Graduates emerge equipped to optimize organizational performance, improve patient outcomes, and contribute meaningfully to advancing healthcare delivery.

Master of Science, Health Sciences - Healthcare Leadership Track Fall Course Sequence

Course #		**Credit Hours**
Fall		
LDR500**	Advanced Leadership in Healthcare Management	3
MHS600**	Principles of Business and Finance in Healthcare	3
LDR510**	Communication for Leaders	3
	TOTAL	**9**
Spring		
IHS501*	Applied Statistics and Research Methods	3
LDR615**	Human Resource Management for Healthcare Leaders	3
LDR620**	Lean: Healthcare Quality Improvement	3
HSL510**	Legal and Ethical Issues in Contemporary Society	3
	TOTAL	**12**
Summer		
MHS520	Complex Healthcare Delivery	3
MHS690**	Advanced Clinical Practicum and Capstone Project	6
	TOTAL	**9**
	Total Degree Hours	**30**

* General Education Course
** Major Course

Master of Science, Health Sciences- Healthcare Leadership Track Spring Course Sequence

Course #		Credit Hours
Spring		
IHS501*	Applied Statistics and Research Methods	3
LDR510**	Communication for Leaders	3
LDR500**	Advanced Leadership in Healthcare Management	3
HSL510**	Legal and Ethical Issues in Contemporary Society	3
	TOTAL	**12**
Summer		
MHS520**	Complex Healthcare Delivery	3
LDR620**	Lean: Healthcare Quality Improvement	3
	TOTAL	**6**
Fall		
MHS690**	Advanced Clinical Practicum and Capstone Project	6
MHS600**	Principles of Business and Finance in Healthcare	3
LDR615**	Human Resource Management for Healthcare Leaders	3
	TOTAL	**12**
	Total Degree Hours	**30**

* General Education Course
** Major Course

Admission

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

- Official transcripts from all schools attended which includes completion of a bachelor's degree from an accredited program.
- Evidence of a minimum cumulative post-secondary GPA of 3.0.
- Proof of healthcare experience or certification.

OCCUPATIONAL THERAPY

The entry-level Master of Occupational Therapy (MOT) program is designed for practicing occupational therapy assistants (OTAs) seeking to become occupational therapists (OTs).
Two tracks are offered:

The **Master of Occupational Therapy (MOT)** track is designed for experienced OTAs with a bachelor's degree. Academic courses are hybrid and enrollment must be full-time. The MOT track includes four consecutive academic semesters and three level I and two level II fieldwork experiences.

The combined **Bachelor of Science in Interdisciplinary Health Studies/Master of Occupational Therapy (BSIHS/MOT)** track is designed for experienced OTAs with an associate degree as their highest educational level. Students complete undergraduate studies to earn a bachelor's degree before transitioning to graduate studies for the MOT degree. Coursework for the first 27 credits is online, and enrollment can be full-time or part-time: subsequent academic courses are hybrid and enrollment must be full-time.

The BSIHS will be awarded to students who successfully complete 123 credit hours of coursework; this includes up to 69 transfer credits from an associate degree in occupational

therapy assistant. For information regarding the BSIHS program's mission and student learning outcomes, please refer to the Health Science Bachelor's Degree Programs section of the catalog. Upon completion of the bachelor's degree requirements with a cumulative GPA of 3.0 or higher, students will complete 49 additional graduate hours to attain the MOT degree.

Mission

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

Program Student Learning Outcomes

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

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

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

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

Master of Occupational Therapy Course Sequence

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

Course #		**Credit Hours**
Fall		
BIO510**	Advanced Applications of Human Anatomy & Physiology	3
IHS501**	Applied Statistics and Research Methods	3
OCT510**	Foundations for Occupational Therapy	3
OCT515**	Functional Kinesiology	3
	TOTAL	**12**

Spring		
BIO530**	Fundamentals in Neuroscience	3
BIO540**	Pathophysiology	3
OCT520**	Occupation Development through the Lifespan	3
OCT530**	Occupational Therapy in Health Care	3
OCT550**	Occupational Therapy and Mental Health Theory, Assessment & Intervention	2
OCT555**	Level I Fieldwork #1	1
	TOTAL	**15**
Summer		
OCT610**	OT Assessment & Interventions for Pediatrics through Adolescence	4
OCT615**	Level I Fieldwork #2	1
OCT620**	OT Services for Pediatrics through Adolescence	3
OCT650**	Therapeutic Adaptations in Occupational Therapy	3
	TOTAL	**11**
Fall		
OCT630**	OT Assessment & Interventions for Adults through Geriatrics	4
OCT640**	OT Services for Adults through Geriatrics	3
OCT645**	Level I Fieldwork #3	1
OCT660**	MOT Capstone I	1
OCT670**	Therapeutic Modalities in OT	3
	TOTAL	**12**
Spring		
OCT680**	MOT Capstone II	1
OCT685**	Level II Fieldwork #1[+]	11
	TOTAL	**12**
Summer		
OCT695**	Level II Fieldwork #2[+]	11
	TOTAL	**11**
	Total Degree Hours	**73**

* General Education Course
** Major Course
[+]Students must complete Level II Fieldwork within 24 months following completion of the didactic portion of the program.

Bachelor of Science in Interdisciplinary Health Studies/Master of Occupational Therapy Course Sequence

For OTAs holding only an associate degree in OTA. Enrollment in the first 27 credits can be full-time or part-time; subsequent enrollment must be full-time.

Undergraduate Level Bachelor's Degree

Course #		**Credit Hours**
Fall		
COM301*	Communications, Culture, and the Community	3
ENG302*	Professional Research and Reporting	3
HSL300**	Introduction to Health Services Organizations	3
MAT152*	Introductory Statistics	3
	TOTAL	**12**
Spring		
BUS310*	Introduction to Accounting and Financial Management	3
HSL410**	Legal and Ethical Issues in Contemporary Society	3
Elective**	Health Services Leadership (HSL) Elective	3

IHS405**	Critical Thinking	3
SOC313*	Social Perspectives on Culture & Identity	3
	TOTAL	**15**
Fall		
BIO510**	Advanced Applications of Human Anatomy & Physiology	3
IHS501**	Applied Statistics and Research Methods	3
OCT510**	Foundations for Occupational Therapy	3
OCT515**	Functional Kinesiology	3
	TOTAL	**12**
Spring		
BIO530**	Fundamentals in Neuroscience	3
BIO540**	Pathophysiology	3
OCT520**	Occupation Development through the Lifespan	3
OCT530**	Occupational Therapy in Health Care	3
OCT550**	Occupational Therapy and Mental Health Theory, Assessment & Intervention	2
OCT555**	Level I Fieldwork #1	1
	TOTAL	**15**
	Bachelor Completion Total	**54**
	Associate Degree Credit	69
	Total Bachelor's Degree Hours	**123**

Graduate Level Master's Degree

Summer		
OCT610**	OT Assessment & Interventions for Pediatrics through Adolescence	4
OCT615**	Level I Fieldwork #2	1
OCT620**	OT Services for Pediatrics through Adolescence	3
OCT650**	Therapeutic Adaptations in Occupational Therapy	3
	TOTAL	**11**
Fall		
OCT630**	OT Assessment & Interventions for Adults through Geriatrics	4
OCT640**	OT Services for Adults through Geriatrics	3
OCT645**	Level I Fieldwork #3	1
OCT660**	MOT Capstone I	1
OCT670**	Therapeutic Modalities in OT	3
	TOTAL	**12**
Spring		
OCT680**	MOT Capstone II	1
OCT685**	Level II Fieldwork #1[+]	11
	TOTAL	**12**
Summer		
OCT695**	Level II Fieldwork #2[+]	11
	TOTAL	**11**
	Total Master's Degree Hours	**46**

* General Education Course

** Major Course

[+] Students must complete Level II Fieldwork within 24 months following completion of the didactic portion of the program.

Major Electives	
HSL303 Health Services Supervision HSL350 Leadership in the Health Service Industry	HSL400 Organizational Dynamics and Communications IHS350 Mindfulness for Selfcare

Accreditation

The entry-level Master of Occupational Therapy degree program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 7501 Wisconsin Avenue, Suite 510E, Bethesda, MD 20814. ACOTE's telephone number c/o AOTA is (301) 652- AOTA and its Web address is www.acoteonline.org.

Certification

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

In addition, many clinical fieldwork sites require a criminal background check, and a felony conviction may affect a student's ability to participate in fieldwork. Prior to enrolling in the occupational therapy program, it is the student's responsibility to inquire about fieldwork placement, NBCOT Certification Examination, and licensure requirements.

Admission

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

- Official transcripts from all schools attended which include completion of an Associate degree in Occupational Therapy Assistant from an ACOTE or regionally accredited program.
- Evidence of a minimum cumulative post-secondary GPA of 3.0, which is calculated as an average from all post-secondary transcripts.
- Evidence of successful completion of the following college level courses with a grade of "C" (2.0) or higher:
  - English Composition.
  - Anatomy and Physiology I and II with labs.
  - Introduction to Psychology.
  - Human Growth and Development or Developmental Psychology.
  - Abnormal Psychology.
- Coursework in Kinesiology and Medical Terminology are strongly encouraged.
- Evidence of current OTA licensure and certification copy of current OTA license). Evidence of at least one year's employment as an OTA within the past five years, at the time of enrollment Employment must be full-time or part-time with a minimum of 20 hours per week.
  - Applicants who do not yet have one year of work experience at the time of enrollment should wait to apply the following year.
  - Employment verification: Business letterhead containing name, position, and dates of employment.
- **Admissions Essay Requirement: Professional Reflection Essay**
- Applicants to the Master of Occupational Therapy (MOT) program must submit a 600–700 word professional reflection essay. This essay is intended to assess applicants' readiness for

graduate-level occupational therapy education through reflection on professional experience, critical thinking, and professional growth.

- **Essay Requirements**
  - The essay must address the following components:
    - **Greatest Professional Accomplishment -** Describe your greatest professional accomplishment as an occupational therapy assistant (OTA). Explain how this accomplishment contributed to your professional growth and development.
    - **Significant Professional Challenge or Adversity -** Describe a specific challenge or adversity encountered in your professional role. Explain the context, your role, and why the situation was complex or challenging.
    - **Critical Thinking and Problem-Solving -** Describe how you used critical thinking, clinical reasoning, and problem-solving skills to address the situation. Include strategies used, collaboration with others (as applicable), and the outcome of your actions.
    - **Reflection and Application to the Occupational Therapist Role -** Reflect on what you learned from this experience and describe how this learning will inform your future role and responsibilities as an occupational therapist.
    - Please use APA formatting and style per the following link, https://owl.english.purdue.edu/owl/resource/560/1/:
- Three references utilizing the Occupational Therapy Reference Form. At least one reference must be from an occupational therapist the applicant has worked with in practice and at least one reference from another healthcare professional the applicant has worked with in practice.
- A professional resume. Please see the following recommended sections:
  - Goal/Aim
  - Academic/Education
  - Scholarly Projects, Presentations, Publications, and/or Other Activities
  - Awards/Honors
  - Related Work Experience (dates; roles; responsibilities, etc.)
  - Volunteer Experience and/or Community Service Activities
  - Professional Organization Membership and/or Leadership Activities
  - Include a description of any other experience, skills/readiness, (i.e., computer/technology skills, online learning experience, etc.), interests, etc.
- Students enrolling in the BSIHS/MOT curriculum track will be required to maintain a GPA of 3.0 to progress to the master's degree coursework.

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

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

As a distance education program, it is important for applicants to understand the requirements with regard to characteristics of a successful online student, necessary computer skills, and technology requirements. Therefore, applicants should review the Distance Education sections of the College Catalog and the website.

The College must have state authorization to offer distance education in your home state before the application can be considered.

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

ALLIED HEALTH BACHELOR'S DEGREE PROGRAMS

BIOMEDICAL SCIENCES

The Bachelor of Science in Biomedical Sciences program serves as a pre-professional pathway which focuses on basic, foundational, and health-related sciences. Graduates gain a solid education in coursework required for admission into graduate-level clinical and non-clinical programs, and attain advanced knowledge, skills, and values requisite for entry-level healthcare careers or graduate-level studies. The hybrid format with on-campus gateway courses and labs, accompanied by online upper-level courses, positions students well for success.

Mission

The mission of the "Bachelor of Science in Biomedical Sciences" is to provide innovative, exemplary education to candidates interested in pursuing health care professions that require advanced levels of professional education.

Program Student Learning Outcomes

The goals of the Bachelor of Science in Biomedical Science program are to prepare its graduates for:

- transferring foundational and conceptual knowledge to authentic situations.
- functioning as part of a collaborative team through effective communication.
- applying diverse learning experiences to personal and professional growth.

The curriculum associated with Cabarrus College of Health Sciences' BS in Biomedical Sciences is intended to accomplish the following learning outcomes:

- Communicate science in multiple media.
- Explain the regulatory mechanisms which control the operation of natural and physical systems.
- Demonstrate proficiency in experimental techniques and methods.
- Elucidate communication methods within the health care industry.
- Evaluate ethical conduct in scientific activities.
- Discuss the scope of practice of the various health professions within the context of the health care system in the United States.

Bachelor of Science in Biomedical Sciences Curriculum Plan

Bachelor of Science in Biomedical Sciences Course Sequence

Course #		Credit Hours
Semester I		
BIO101**	General Biology I	4
CHM101**	General Chemistry I	4
ENG101	English Composition I	3
MAT171	Pre-calculus Algebra	3
CCS105	Cabarrus College Success	1
	TOTAL	**15**
Semester II		
BIO100**	Medical Terminology	1

BIO102**	General Biology II	4
CHM102**	General Chemistry II	4
ENG102	English Composition II	3
PSY101	General Psychology	3
	TOTAL	**15**
Semester III		
BIO210**	Human Anatomy & Physiology I	4
CHM201**	Organic Chemistry I	4
PSY150	Human Growth and Development	3
SOC101	Introduction to Sociology	3
	TOTAL	**14**
Semester IV		
BIO220**	Human Anatomy & Physiology II	4
CHM202**	Organic Chemistry II	4
ENG302	Professional Research and Reporting	3
MAT 172	Pre-calculus Trigonometry	3
IHS200	Introduction to Health Professions	3
	TOTAL	**17**
Semester V		
BIO300**	Fundamentals of Biochemistry	3
PHI300**	Principles of Biomedical Ethics	3
PHY201**	Principles of Physics I	4
COM301**	Communication, Culture and the Community	3
Elective**	Elective	3
	TOTAL	**16**
Semester VI		
BIO330**	Cell Biology	4
PHY202**	Principles of Physics II	4
BIO315**	Seminar Series in Molecular and Biochemical Techniques	2
MAT152	Introductory Statistics	3
Elective	Elective	3
	TOTAL	**16**
Semester VII		
BIO190**	Principles of Microbiology	4
HSL300**	Introduction to Health Service Organizations	3
Elective	Elective	3
Elective	Elective	3
	TOTAL	**13**
Semester VIII		
BIO340**	Human Genetics	3
Elective	Elective	3
Elective**	Elective	3
Elective**	Elective	3
Elective**	Elective	3
	TOTAL	**15**
	Bachelor Degree Total	**121**

** Major Course

Non major Electives	Major Electives
Students may pick any 4 courses from General Education- BIO, COM, ENG, HUM, ENV, HEA, SOC, REL, PSY, NTR, as well as from IHS, CHW and HSL courses.	Students may pick any 4 major elective courses listed below: BIO311 Cross Sectional Anatomy BIO410 Advanced Applications of Human Anatomy & Physiology BIO430 Fundamentals in Neuroscience BIO440 Pathophysiology IHS401 Applied Statistics and Research Methods IHS405 Critical Thinking HSL410 Legal and Ethical Issues in Contemporary Society SOC320 Sociology of Health and Illness MAT271 Calculus I

Admission

Applicants into the Bachelor of Science in Biomedical Sciences program must meet the general college admission requirements found in the Catalog and submit:

- Official transcript showing evidence of successful completion of the following high school or college level courses with a grade of "C" (2.0) or higher:
  - Algebra I
  - Algebra II
  - Geometry
  - Biology
  - Chemistry
- Standardized test scores on the SAT or ACT:
  - minimum SAT critical reading score of 480 and minimum SAT math score of 440
  - minimum ACT composite score of 21

COMMUNITY HEALTH AND WELLNESS

The Bachelor of Science in Community Health and Wellness provides students with the knowledge, skills, and abilities needed to succeed in the professional fields of community health, disease prevention, lifestyle medicine, and health navigation. The program takes a whole-person approach to healthcare delivery offering courses of study in nutrition, community health, lifestyle medicine, health maintenance, healthcare services, and holistic care. Major themes throughout the program curriculum include determinants of health, lifestyle medicine, community based participatory approaches, disease prevention, patient navigation, and community health education. Graduates will be prepared to incorporate research and health assessments in health-related careers such as certified health education specialists, wellness coaches, and lifestyle medicine practitioners. The program also positions students well for continued education at the graduate level.

Mission

Provide innovative, exemplary education to prepare professionals who will promote wellness in the community in which they live, learn, and work.

Program Student Learning Outcomes

Students who graduate with a bachelor's degree in Community Health & Wellness will be able to:

- Discuss themes in community health, lifestyle medicine, and whole-person health.
- Examine health-related data to assess health needs for a community.
- Exhibit competence in developing planned health educational programs and interventions related to health promotion within the community.
- Demonstrate proficiency in effectively communicating pertinent health information to a diverse population.
- Utilize ethical practices in the application of community health research.
- Create innovative ideas related to health maintenance and disease prevention.
- Evaluate the diverse factors that influence health and wellness.

Bachelor of Science in Community Health and Wellness Curriculum Plans

The Bachelor of Science in Community Health and Wellness will be awarded to students who successfully complete 120-123 credit hours of general education and major course work, dependent upon concentration. The program includes 38 hours of general education, 61 hours of major courses, and 21-24 hours of concentration track courses.

Students interested in a clinical role within community health should choose the clinical concentration track. Students who are interested in health leadership and managerial paths should choose the healthcare administration concentration track. These curriculum plans list the required coursework and recommended sequencing of studies for each track.

Bachelor of Science in Community Health and Wellness – Healthcare Administration Track Course Sequence +

Course #		Credit Hours
Semester I		
BIO100**	Medical Terminology	1
CHW301**	Introduction to Community Health	3
CHW311**	Drivers of Health & Health Access	3
ENG101*	English Composition	3
PSY101*	General Psychology	3
	TOTAL	**13**
Semester II		
CHW201**	Trauma Informed Care	1
HSL303*	Health Services Supervision	3
MAT152*	Introductory Statistics	3
PSY150*	Human Growth & Development	3
SOC101*	Introduction to Sociology	3
	TOTAL	**13**
Semester III		
BIO210*	Human Anatomy & Physiology I	4
CHW220**	Epidemiology & Dynamics of Disease	3
CHW230**	Telemedicine & Electronic Health Records	3
COM301*	Communication, Culture & the Community	3
PSY210*	Abnormal Psychology	3
	TOTAL	**16**
Semester IV		
BIO220*	Human Anatomy & Physiology II	4
CHW305**	Introduction to Lifestyle Medicine	3

CHW310**	Health Access	3
HSL365**	Informatics for Healthcare	3
NTR210**	Nutrition Across the Lifespan	3
	TOTAL	**16**
Semester V		
HSL341**	Issues in Performance Improvement	3
	TOTAL	**3**
Semester VI		
BUS310**	Introduction to Accounting & Financial Management	3
CHW330**	Interdisciplinary Collaborative Practice	3
CHW340**	Lifestyle Medicine Across the Lifespan	3
CHW350**	Whole Person Health	3
ENG302*	Professional Research & Reporting	3
	TOTAL	**15**
Semester VII		
CHW250**	Patient Navigation & Coordination	3
CHW260**	Motivational Interviewing/Motivation & Emotion	3
CHW360**	Wellness Coaching	3
Elective*	SOC 313 or SOC 320	3
HSL350**	Leadership in the Health Service Industry	3
	TOTAL	**15**
Semester VIII		
HSL410**	Legal & Ethical Issues in Contemporary Society	3
	TOTAL	**3**
Semester IX		
CHW310**	Issues in Women's Health	1
CHW401**	Community Based Participatory Approaches	3
CHW420**	Community Health Fieldwork/Internship	3
ENV301**	Environmental Health	3
HSL405**	Leading an Interprofessional Healthcare Team	3
	TOTAL	**13**
Semester X		
CHW320**	Counseling the Substance Abuser	1
CHW410**	Innovations in Population Health	3
CHW430**	Community Health Capstone	3
HSL370**	Healthcare Policy & Planning	3
IHS401*	Applied Statistics & Research Methods	3
	TOTAL	**13**
	Bachelor Degree Total	**120**

[+]The above curriculum may be adapted for part time students.
*General Education Course
** Major Course

Bachelor of Science in Community Health and Wellness – Clinical Track Course Sequence [+]

Course #		**Credit Hours**
Semester I		
BIO 100**	Medical Terminology	1
CHW301**	Introduction to Community Health	3
CHW311**	Drivers of Health & Health Access	3
ENG101*	English Composition	3
MED105**	Medical Assisting I	6

	TOTAL	**16**
Semester II		
CHW201**	Trauma Informed Care	1
MED121**	Advanced Clerical Procedures	4
MED125**	Advanced Clinical Procedures	6
MED130**	Pharmacology	2
PSY101*	General Psychology	3
	TOTAL	**16**
Semester III		
MED140**	Medical Assisting Practicum	4
MED145**	Certification Exam Prep	2
	TOTAL	**6**
Semester IV		
BIO210*	Human Anatomy & Physiology I	4
CHW220**	Epidemiology & Dynamics of Disease	3
CHW230**	Telemedicine & Electronic Health Records	3
PSY150*	Human Growth & Development	3
SOC101*	Introduction to Sociology	3
	TOTAL	**16**
Semester V		
BIO220*	Human Anatomy & Physiology II	4
CHW305**	Introduction to Lifestyle Medicine	3
CHW310**	Health Access	3
MAT152*	Introductory to Statistics	3
NTR210**	Nutrition Across the Lifespan	3
	TOTAL	**16**
Semester VI		
CHW330**	Interdisciplinary Collaborative Practice	3
CHW340**	Lifestyle Medicine Across the Lifespan	3
CHW350**	Whole Person Health	3
ENG302*	Professional Research & Reporting	3
PSY210*	Abnormal Psychology	3
	TOTAL	**15**
Semester VII		
CHW250**	Patient Navigation & Coordination	3
CHW260**	Motivational Interviewing/Motivation & Emotion	3
CHW360**	Wellness Coaching	3
Elective*	SOC 313 or SOC 320	3
	TOTAL	**12**
Semester VIII		
CHW310**	Issues in Women's Health	1
CHW401**	Community Based Participatory Approaches	3
CHW420**	Community Health Fieldwork/Internship	3
COM301*	Communication, Culture & the Community	3
ENV301**	Environmental Health	3
	TOTAL	**13**
Semester IX		
CHW410**	Innovations in Population Health	3
CHW430**	Community Health Capstone	3
CHW320**	Counseling the Substance Abuser	1

HSL370**	Healthcare Policy & Planning	3
IHS401*	Applied Statistics & Research Methods	3
	TOTAL	**13**
	Bachelor Degree Total	**123**

[+]The above curriculum may be adapted for part time students.
*General Education Course
** Major Course

Admission

For admission into the Bachelor of Science in Community Health and Wellness program, applicants must meet the general college admission requirements found in the Catalog and submit:

- Official transcripts from all high school and/or post-secondary institutions attended showing evidence of high school or college level Algebra, Geometry, Biology, or Chemistry coursework.

HEALTH SCIENCES LEADERSHIP AND DEVELOPMENT (Degree Completion)

The Bachelor of Science in Health Sciences Leadership and Development is a unique program which offers multiple tracks for all healthcare professionals to build upon their current associate degree and focus on skillsets to advance their career in healthcare leadership and management, healthcare education, or teammate development. Themes such as interprofessional team dynamics, professional communication, leadership, healthcare management, current trends, legal and ethical issues impacting healthcare, quality and compliance, as well as health professions education and teammate development will be addressed throughout the major and specialized courses.

The baccalaureate of Health Sciences Leadership and Development curriculum is designed to build upon an associate degree or an approved diploma program. Diploma graduates may need to complete prerequisite courses in general education prior to acceptance into the program. The baccalaureate program is approximately a two-year completion program.

Mission

Provide progressive, exemplary education for the purpose of developing future leaders in healthcare.

Program Student Learning Outcomes

Students who graduate with a bachelor's degree in Health Sciences Leadership and Development will be able to:

- Differentiate the roles of the interprofessional healthcare team.
- Effectively communicate in the professional environment.
- Practice diverse leadership skills appropriate to the profession.
- Implement best practice decision-making strategies to effectively oversee clinical staff or clinical students.
- Utilize critical thinking skills to adapt to the current trends in healthcare.
- Evaluate legal and ethical behaviors in the healthcare setting.
- Interpret quality and compliance measures associated with healthcare delivery.
- Apply best practices in workforce education and development

Bachelor of Science in Health Sciences Leadership and Development Curriculum Plans

The Bachelor of Science in Health Sciences Leadership and Development will be awarded to students who successfully complete 120 credit hours with 30 credits completed in general education and 90 credits in major course work. Up to sixty-nine (69) transfer credit hours* may be awarded for

successful completion of an associate degree in a healthcare field. The Cabarrus College bachelor completion program includes 6 hours of general education and 45 hours of major and non-major courses and can include additional courses as needed to meet the 120 required credits.

Students interested in a leadership or managerial path should choose the leadership curriculum track. Students who are interested in moving into education or workforce training should choose the education track. These curriculum plans list the required coursework and recommended sequencing of studies for each track.

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

Bachelor of Science in Health Sciences Leadership and Development - Leadership Track Course Sequence +

Course #		Credit Hours
Semester I		
COM301*	Communications Culture and Community	3
HSL300**	Introduction to Health Services Organizations	3
HSL303**	Health Sciences Supervision	3
HSL370**	Healthcare Policy and Planning	3
	TOTAL	**12**
Semester II		
IHS401*	Applied Statistics and Research Methods	3
HSL365**	Informatics for Healthcare	3
HSL400**	Organizational Dynamics and Communication	3
HSL410**	Legal and Ethical Issues in Contemporary Society	3
	TOTAL	**12**
Semester III		
Elective	Elective	3
	TOTAL	**3**
Semester IV		
BUS310	Introduction to Accounting and Financial Management	3
HSL341**	Issues in Performance Improvement	3
HSL350	Leadership in the Health Service Industry	3
HSL403**	Current Issues in Health Services Management	**3**
	TOTAL	**12**
Semester V		
HSL401**	Health Care Compliance and Accreditation	3
HSL405**	Leading an Interprofessional Healthcare Team	3
HSL455**	Healthcare Internship	3
Elective	Elective	3
	TOTAL	**12**
	General Education Total (AS and BS Credits)	**30**
	Major and Non-major Credit Total (AAS and BS credits)	90
	Total Degree Hours	**120**

+The above curriculum may be adapted for part time students.
*General Education Course
** Major Course

Bachelor of Science in Health Sciences Leadership and Development - Education Track Course Sequence+

Course #		Credit Hours
Semester I		
COM301*	Communications, Culture, and Community	3
EDU360**	Clinical Coaching	3
EDU390**	Information Literacy and Research	3
HSL300**	Introduction to Health Services Organizations	3
	TOTAL	**12**
Semester II		
HSL365**	Informatics for Healthcare	3
HSL400**	Organizational Dynamics and Communication	3
HSL401**	Health Care Compliance and Accreditation	3
EDU410**	Educational Principles for Healthcare Professionals	3
	TOTAL	**12**
Semester III		
Elective	Elective	3
	TOTAL	**3**
Semester IV		
EDU450**	Practical Applications for Content Development and Instruction in Healthcare Education	3
HSL350**	Leadership in the Health Services Industry	3
IHS401*	Applied Statistics and Research Methods	3
Elective	Elective	3
	TOTAL	**12**
Semester V		
EDU455**	Healthcare Simulation and Virtual Instruction	3
HSL410**	Legal and Ethical Issues in Contemporary Society	3
HSL455**	Healthcare Internship	3
IHS405**	Critical Thinking	3
	TOTAL	**12**
	General Education Total	**30**
	Major and Non-major Credit Total (BS and AS Credits)	90
	Total Degree Hours	**120**

+The above curriculum may be adapted for part time students.
* General Education Course
** Major Course

Non-Major Electives
Choose from: • 300 Level or above HSL or EDU courses • 300 level or above General Education courses (BIO, COM, ENG, HUM, ENV, IHS, SOC)

Admission

For admission into the Bachelor of Science in Health Sciences Leadership and Development program, applicants must meet the general college admission requirements found in the Catalog and submit:

- Official transcripts from all schools attended which includes an associate degree or equivalent diploma from an accredited institution.
    - Diploma-holding applicants must complete additional general education credits at Cabarrus College of Health Sciences or produce a transcript from an approved

institution.

- Evidence of a minimum cumulative GPA of 2.5 in all post-secondary coursework.
- Fast-track application process available for Atrium Health teammates and alumni of Atrium Health-affiliated colleges; NO application fee, essay or references required

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

INTERDISCIPLINARY HEALTH STUDIES

For OTAs holding only an associate degree in OTA. Enrollment in the first 27 credits can be full-time or part-time; subsequent enrollment must be full-time.

Mission

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

Program Student Learning Outcomes

Students who graduate with the bachelor's degree in interdisciplinary health studies will be able to:

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

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

COMMUNITY PARAMEDICINE (Degree Completion)

The Bachelor of Science in Community Paramedicine allows current North Carolina and/or National Registry or other State certified paramedics with an associate degree in emergency medical sciences the ability to build upon their skills and serve as a community paramedic. This online program will allow professionals to complete their degree in as little as 5 semesters. The unique curriculum focuses on enhancing clinical skills, preparing students for the community paramedic certification (CP-C), and allows for flexible scheduling of in-person labs and fieldwork.

Mission

Provide progressive, exemplary education to develop future healthcare leaders.

Program Student Learning Outcomes

Students who graduate with a bachelor's degree in Community Paramedicine will be able to:

- Classify the team roles of the community paramedic.
- Identify unique health needs of underserved populations within the community.
- Develop and deliver health education and interventions.

- Support patients/clients with navigation of community health care, mental health, substance abuse, and related resources.
- Implement paramedic assessment and diagnostic procedures beyond emergency care.
- Execute strategies to intervene in behavioral health crises.

Bachelor of Science in Community Paramedicine Curriculum Plans

The Bachelor of Science in Community Paramedicine will be awarded to students who successfully complete 120 credit hours of general education and major course work. Up to sixty-nine (69) transfer credit hours are awarded for successful completion of an associate degree in emergency medical sciences or another related field (subject to review).

Bachelor of Science in Community Paramedicine Course Sequence + Clinical Track

Course #		Credit Hours
Semester I		
HSL300**	Introduction to Health Services Organizations	3
CPM300**	Community Paramedicine Concepts and Primary Care	3
CPM310**	Social Services and Public Health for Community Paramedicine	3
COM301*	Communications, Culture, and Community	3
	TOTAL	**12**
Semester II		
CPM350**	Income, Social Status, Homelessness, and Health	3
CPM370**	Social Work Practices for Community Paramedicine	3
CPM390**	Mental Health, Social Abuse, and Behavioral Crisis Intervention for Community Paramedics	3
CPM410**	Community Paramedic Wellness and Safety	3
	TOTAL	**12**
Semester III		
CPM420**	Advanced Physical Assessment	3
	TOTAL	**3**
Semester IV		
CPM440**	Prevention and Wellness for Community Paramedicine	3
CPM430**	Chronic Disease Pharmacology for Community Paramedics	3
CPM455**	Advanced Cardiology for Community Paramedics	3
Elective	Elective	3
	TOTAL	**12**
Semester V		
BIO440*	Pathophysiology	3
CPM460**	Disease Management	3
CPM495**	Community Paramedicine Practicum and Capstone	3
Elective	Elective	3
	TOTAL	**12**
	Total Transfer Credit	**69**
	Total Bachelor Degree Credit	**51**

+The above curriculum may be adapted for part time students.
* General Education Course
** Major Course

Electives	
Electives	Choose from: • 300 level or above General Education courses (BIO, COM, ENG, HUM, ENV, IHS, SOC) • 300 level or above HSL or EDU courses • Either IHS 301, 310, 320, 330, 340, 350, 430, or 440 (only one of these courses can be chosen)

Bachelor of Science in Community Paramedicine Course Sequence + Leadership Track

Course #		Credit Hours
Semester I		
HSL300**	Introduction to Health Services Organizations	3
CPM300**	Community Paramedicine Concepts and Primary Care	3
CPM310**	Social Services and Public Health for Community Paramedicine	3
COM301*	Communications, Culture, and Community	3
	TOTAL	**12**
Semester II		
CPM350**	Income, Social Status, Homelessness, and Health	3
CPM370**	Social Work Practices for Community Paramedicine	3
CPM390**	Mental Health, Social Abuse, and Behavioral Crisis Intervention for Community Paramedics	3
CPM410**	Community Paramedic Wellness and Safety	3
	TOTAL	**12**
Semester III		
HSL330**	Human Resources Management	3
	TOTAL	**3**
Semester IV		
CPM440**	Prevention and Wellness for Community Paramedicine	3
CPM430**	Chronic Disease Pharmacology for Community Paramedics	3
HSL370**	Healthcare Policy and Planning	3
HSL303**	Health Services Supervision	3
	TOTAL	**12**
Semester V		
BIO440*	Pathophysiology	3
CPM460**	Disease Management	3
CPM495**	Community Paramedicine Practicum and Capstone	3
HSL405**	Leading an Interpersonal Healthcare Team	3
	TOTAL	**12**
	Total Transfer Credit	69
	Total Bachelor Degree Credit	51

[+]The above curriculum may be adapted for part time students.
* General Education Course
** Major Course

Admission

For admission into the Bachelor of Science in Community Paramedicine program, applicants must meet the general college admissions requirements found in the Catalog and submit:

- Evidence of credentials of a North Carolina, National Registry Paramedic, or an additional state certified Paramedic.
- Official transcripts from all post-secondary institutions attended. An official transcript showing evidence of an associate degree or diploma in emergency medical services or a related healthcare discipline, with a minimum cumulative GPA of 2.5 in all post-secondary coursework. Diploma-holding applicants must complete additional general education credits at Cabarrus College of Health Sciences or produce a transcript from an approved institution.

MEDICAL IMAGING (Degree Completion)

The baccalaureate Medical Imaging curriculum is designed to build upon an Associate Degree in imaging or an approved diploma program. Diploma graduates may need to complete prerequisite courses in general education prior to acceptance into the Medical Imaging degree program. The baccalaureate program is approximately a two-year completion program.

Mission

The Medical Imaging program at Cabarrus College of Health Sciences will provide the imaging Professional with an opportunity to advance their current imaging skills. Leadership skills along with opportunities to receive advanced credentials in Computed Tomography or Magnetic Resonance Imaging will prepare the graduate to become a leader in their chosen field. Emphasis on communication and critical thinking skills will prepare the graduate to become adaptable in the diverse healthcare setting. The Medical Imaging program will provide knowledge, skills, and professional values required to deliver patient-centered care and high-quality images.

Program Student Learning Outcomes

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

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

Bachelor of Science in Medical Imaging Curriculum Plans

The Bachelor of Science in Medical Imaging degree will be awarded to students who successfully complete 120-121 credit hours of general education and major course work. Up to sixty-nine (69) transfer credit hours are awarded for successful completion of an associate degree in any of the following primary imaging categories: Radiography, Nuclear Medicine, Sonography, Radiation Therapy, or MRI. The Cabarrus College bachelor completion program includes 9 hours of general education and 42 hours of major and non-major courses.

Students interested in a clinical path may choose elective coursework related to advanced modalities.

Students with a strong clinical background seeking to enhance their management skills, pursue advanced modalities, or explore the role of the imaging educator may choose elective coursework with a focus in these areas. The curriculum plan lists the required coursework and recommended sequencing of studies. Students seeking lifetime experience credit may apply earned credit toward the elective requirements in the program.

Bachelor of Science Medical Imaging Course Sequence+

Course #		Credit Hours
Semester 1		
Elective	Major or Biology Elective	3
Elective	Major Elective	3
HSL300**	Introduction to Health Services Organizations	3
MIS300**	Advanced Patient Care for Imaging Professionals	3
	TOTAL	**12**
Semester II		
Elective**	Major or Biology Elective	3
HSL400**	Organizational Dynamics and Communication	3
MIS302**	Pharmacology for Imaging Professionals	3
MIS400**	Medical Imaging Quality Control	3
	TOTAL	**12**
Semester III		
Elective**	Major Elective	3
	TOTAL	**3**
Semester IV		
COM301*	Communications Culture and Community	3
Elective**	Major Elective	3
HSL350**	Leadership in the Health Service Industry	3
MIS401**	Information Systems for Imaging Professionals	3
	TOTAL	**12**
Semester V		
Elective**	Major Elective	3
HSL410**	Legal and Ethical Issues in Contemporary Society	3
IHS401*	Applied Statistics and Research Methods	3
MIS450**	Medical Imaging Internship (capstone)	3
	TOTAL	**12**
	Bachelor Completion Total	**51**
	Associate Degree Credit	69
	Total Degree Hours	**120**

+The above curriculum may be adapted for part time students.
* General Education Course
** Major Course

Electives

Biology Elective (Choose 1)	BIO 311 Cross-sectional Anatomy BIO 440 Pathophysiology
Major Electives (Choose 15 credits)	Choose from: • 300 level or above General Education courses (BIO, COM, ENG, HUM, ENV, IHS, SOC) • 300 level or above HSL or EDU courses • Any Imaging courses outside major requirements (CAT, MIS, MRI)

Advanced Specialty Certificate Curriculum Plans

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

Program Student Learning Outcomes:

- Expand the knowledge of clinical skills to develop CT or MRI clinical competence.
- Demonstrate patient-centered care with CT or MRI clients
- Demonstrate ethical care through adherence to all federal and state healthcare laws.
- Demonstrate effective communication skills when interacting with patients, staff, and other healthcare providers

Advanced Specialty Certificate - Magnetic Resonance Imaging Track - Course Sequence

Course #		Credit Hours
Fall		
BIO311	Cross-sectional Anatomy	3
BIO350	Cardiac Anatomy and Physiology	1
MRI300	Introduction to MRI	6
MRI302	Magnetic Resonance Pathophysiology	1
	TOTAL	**11**
Spring		
MRI304	MRI Clinical Application	6
MRI350	MRI Physics Comprehensive Overview of Magnetic Resonance Imaging	3
MRI351	Comprehensive Overview of MRI	2
	TOTAL	**11**
	Total Certificate Hours	**22**

Advanced Specialty Certificate - Computed Tomography Track - Course Sequence

Course #		Credit Hours
Fall		
BIO311	Cross-sectional Anatomy	3
CAT302	Computed Tomography Pathophysiology	1
CAT304	Computed Tomography Clinical Application	6
CAT350	Comprehensive Overview of Computed Tomography	3
CAT351	Cardiac Computed Tomography	3
	TOTAL	**16**
	Total Certificate Hours	**16**

Admission

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

- Current, active registry or registry eligible status in a primary imaging modality prior to entering the BSMI program. Recognized credentialing bodies include ARRT, ARDMS, ARMRIT, or NMTCB.

- Lifetime experience credit is available for technologists who hold advanced ARRT credentials in Mammography, CT, MRI, Bone Densitometry, and Quality Management. An official transcript from all schools attended which includes an associate degree or equivalent diploma in a primary imaging science discipline from an accredited institution.
    - Applicants must show evidence of 24 semester credit hours of 100-200 level General Education coursework in the following categories, with at least one course in each category:
        - English
        - Social/Behavioral Sciences
        - Humanities/Fine Arts
        - Natural Science
        - Mathematics

    Should the applicant lack any of the above General Education courses, additional courses will be added to the BSMI curriculum to ensure all general education requirements are satisfied.

Evidence of a minimum cumulative GPA of 2.5 in all post-secondary coursework.

OCCUPATIONAL THERAPY ASSISTANT

The Bachelor of Science degree with a major in occupational therapy assistant will be awarded to students who successfully complete 58 credit hours in the major, 60 credit hours of general education and 3 credits hours of electives course work (121 total credit hours).

Program Mission:

The mission of the baccalaureate degree in occupational therapy assistant (BOTA) program is to provide progressive and innovative educational experiences to develop exemplary Occupational Therapy Assistants.

Program Student Learning Outcomes:

- Demonstrate clinical competencies as a highly skilled entry-level generalist.
- Provide evidence-based and culturally sensitive services through occupation-based practice.
- Employ communication and collaborative skills to facilitate optimal occupational therapy outcomes.
- Present professional behavior and ethics that uphold the AOTA's Code of Ethics, Standards of Practice, and Standards of Continuing Competence.
- Display the attributes for professional leadership and advocacy.
- Demonstrate synthesis of knowledge through successful completion of the national certification exam for the baccalaureate level Occupational Therapy Assistant.

The first four semesters will provide a foundational base for the practice of occupational therapy assistant and the remainder of the program will focus on increasing advanced skill sets across the lifespan in traditional, nontraditional, and emerging areas of practice in the field of occupational therapy. Additionally, the program will provide observational and practical learning experiences which repeat core curriculum concepts for knowledge retention and application and provide for a baccalaureate project which will allow for the development of in-depth knowledge in a designated area of interest.

Bachelor of Science in Occupational Therapy Assistant+ - Course Sequence

Course #		Credit Hours
Fall		
ENG101*	English Composition	3
MAT171*	Pre-Calculus Algebra	3
OTA106**	Cabarrus College OTA-B Experience	1
OTA110**	Introduction to Occupational Therapy	2
PSY101*	General Psychology	3
SOC101*	Introduction to Sociology	3
	TOTAL	**15**
Spring		
BIO100*	Medical Terminology	1
BIO210*	Human Anatomy and Physiology I	4
ENG102*	English Composition II	3
MAT152*	Introductory Statistics	3
PSY150*	Human Growth and Development	3
Elective*	Elective	3
	TOTAL	**17**
Fall		
BIO220*	Human Anatomy and Physiology II	4
CHW230*	Telemedicine & ENR	3
ENG302*	Professional Research & Reporting	3
HSL300*	Introduction to Health Services Industry	3
PSY210*	Abnormal Psychology	3
	TOTAL	**16**
Spring		
COM301*	Communication, Culture & Community	3
IHS350*	Mindfulness for Self-Care	3
OTA220**	Activity Analysis: Application to Occupation	3
OTA260**	Kinesiology for Occupational Therapy	3
SOC313*	Social Perspectives on Culture & Identity	3
	TOTAL	**15**
Fall		
HSL350*	Leadership in Health Services	3
OTA315***	Level I Fieldwork #1	1
OTA325**	Documentation for OTA	3
OTA330**	Fundamentals of Practice of OTA	3
OTA340**	Adult Physical Conditions in OT	3
OTA360**	Introduction to the Baccalaureate Project	2
	TOTAL	**15**
Spring		
CHW330*	Interdisciplinary Collaboration	3
OTA310**	Mental Health Practice for OTA	2
OTA320**	Activity Analysis: Application to Intervention	3
OTA345***	Level I Fieldwork #2	1

OTA350**	Pediatric Conditions in OT	3
OTA365**	Baccalaureate Project I	3
	TOTAL	**15**
Fall		
IHS405*	Critical Thinking	3
OTA400**	Pediatric Intervention for OTA	3
OTA410***	Kinesiology Application to Clinical Practice	3
OTA415***	Level I Fieldwork #3	1
OTA420 **	Adult Intervention for OTA	3
OTA460**	Baccalaureate Project II	3
	TOTAL	**16**
Spring		
OTA470***	Level II Fieldwork #1	6
OTA480***	Level II Fieldwork #2	6
	TOTAL	**12**
	Bachelor Degree Total	**121**

+The above curriculum may be adapted for part time students.
*General Education Course
** Major Course
***Clinical and lab courses in the major

For admission into the Bachelor of Science in Occupational Therapy Assistant program, applicants must meet the general college admissions requirements found in the Catalog and submit:

- Official transcript showing evidence of successful completion of the following high school or college level courses with a grade of "C" (2.0) or higher:
  - Algebra I
  - Algebra II
  - Biology
  - Chemistry
  - Geometry
- If you have been enrolled in another Occupational Therapy Assistant program within the last five years, one reference must be from a program official or faculty member at the institution attended.

RESPIRATORY THERAPY

The Bachelor of Science in Respiratory Therapy is a four-year program which consists of a mix of online and hybrid coursework including laboratory and clinical experiences. Students will learn from leaders in the field of respiratory therapy how to critically think through and problem solve clinical situations. Elective coursework may be selected from the areas of science, health services leadership, and community health and wellness to introduce the student to a deeper understanding of the overall healthcare industry and prepare them for future healthcare opportunities. Students will be required to complete clinical hours at various healthcare facilities. They also will research current issues in Respiratory Care and develop real world solutions during their internship.

Mission

To be the premier leader of respiratory therapy education promoting better health for all through partnership, brilliance, and innovation by fostering opportunities to develop healthcare leaders and educators.

Program Student Learning Outcomes

Upon completion of the Bachelor of Respiratory Therapy (RT) program, the student will be able to:

- Analyze clinical information to manage cardiopulmonary disease.
- Perform the practical skills necessary within the scope of a registered respiratory therapist.
- Provide inclusive, compassionate cardiopulmonary care.
- Demonstrate competency in one or more of the following areas: management, education, research, or advanced clinical practice.

Bachelor of Science in Respiratory Therapy Curriculum Plan

The Bachelor of Science in Respiratory Therapy will be awarded to students who successfully complete 120 credit hours of general education, electives, and major course work. The program includes 71 credits hours in the major, 39 general education credit hours, and 10 elective credit hours. Students may choose from the general education electives and non-major elective courses listed below to meet their elective course requirements.

Bachelor of Science in Respiratory Therapy - Course Sequence

Course #		Credit Hours
Fall		
CCS 105	College Student Success	1
ENG 101*	English Composition	3
PSY 101*	General Psychology	3
Elective	Math Elective (Pre-Calculus Algebra)	3
Elective	Non-major Elective	3
	TOTAL	**13**
Spring		
Elective	Science Elective (General Chemistry/with Lab)	4
MAT152*	Introductory Statistics	3
Elective	English Elective	3
Elective	Non-major Elective	2
	TOTAL	**12**
Fall		
BIO 100*	Medical Terminology	1
BIO 210*	Human Anatomy & Physiology I	4
Elective	Science Elective (General Biology I)	4
Elective	Non-major Elective	3
	TOTAL	**12**
Spring		
BIO 220*	Human Anatomy & Physiology II	4
Elective	Non-major Elective	2
COM 301*	Communications, Culture, and the Community	3
IHS 401*	Applied Statistics & Research Methods	3
	TOTAL	**12**
Fall		
RSP 301**	Foundations of Respiratory Care	4
RSP 315***	Foundations of Respiratory Care Lab	1
RSP 320**	Introduction to Cardiopulmonary Anatomy & Physiology	3
RSP 330**	Introduction to Cardiopulmonary Pharmacology	2

RSP340	Diagnostic Assessment of Cardiopulmonary Diseases	3
	TOTAL	**13**
Spring		
RSP 345***	Clinical I	3
RSP 360**	Topics in Neonatal Respiratory Care	2
RSP 370**	Topics in Pediatric Respiratory Care	2
RSP 375***	Critical Care Lab	2
RSP 380**	Cardiopulmonary Disease Management	3
RSP390	Mechanical Ventilation	2
	TOTAL	**14**
Summer		
RSP 410**	Respiratory Care: Ethics and Career Development	3
RSP 425***	Clinical II	10
	TOTAL	**13**
Fall		
CHW 330*	Interdisciplinary Collaborative Practice	3
RSP 430**	Post Acute Management	2
RSP 435***	Clinical III	12
	TOTAL	**17**
Spring		
RSP 450**	Clinical Seminar	2
RSP 455***	Clinical Practicum	12
	TOTAL	**14**
	Major Course Total	**71**
	General Education	**49**
	BSRT Degree Total	**120**

*General Education Course
** Major Course
***Clinical and lab courses in the major

General Education Electives#	
English (One course required)	Students may pick any course with ENG prefix
Math (One course required)	Students may pick any course with MAT prefix
Natural Sciences (Two courses with lab required	Students may pick any courses with BIO, CHM, or PHY prefix
Non-Major Electives (10 credit hours required)	
Humanities/Fine Arts (One course required)	Students may pick any course with HUM prefix ENG210 World Literature REL210 World Religions SPA201 Introduction to Hispanic Culture and Language
Social Sciences (One course required)	Students may pick any course with SOC prefix PSY150 Human Growth and Development PSY210 Abnormal Psychology
Any course beginning with the following prefixes: CHW, EDU, ENV, HEA, HSL, NTR, IHS	

Admission

For admission into the Bachelor of Science in Respiratory Therapy program, applicants must meet the general college admission requirements found in the Catalog and submit:

- Official transcript showing evidence of successful completion of the following high school or college level courses with a grade of "C" (2.0) or higher:
  - Algebra I
  - Algebra II
  - Biology
  - Chemistry
  - Geometry
- Standardized test scores:
  - Minimum SAT critical reading score of 430 / Math score of 380
  - Minimum ACT composite score of 18
  - SAT/ACT scores waived for those with an associate or bachelor's degree earned in the U.S.

ALLIED HEALTH ASSOCIATE DEGREE AND DIPLOMA PROGRAMS

MEDICAL ASSISTANT (Associate of Science Degree and Diploma)

Mission

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

Program Student Learning Outcomes – Associate of Science Degree

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

- Analyze the patient experience to provide optimum patient care.
- Apply knowledge of MAERB Core Curriculum by completing and passing the core competencies and AAMA certification examination.
- Demonstrate cultural sensitivity and advocacy when providing care to individuals of diverse cultural and economic backgrounds.
- Summarize the advanced practices of medical assistants as related to the scope of practice for the state of residence.
- Execute data management within practice management software in the ambulatory setting.
- Analyze the interrelationships of body systems in health maintenance and disease prevention.
- Apply principles of mathematics and pharmacology with consistency and accuracy.

Program Student Learning Outcomes – Diploma Program

Students who graduate with the diploma in Medical Assistant will be able to:

- Perform the clinical and clerical skills of an entry-level medical assistant.
- Apply knowledge of MAERB Core Curriculum by completing and passing the core competencies and AAMA certification examination.
- Demonstrate professional and effective therapeutic communication skills with all patients and teammates.
- Define legal and ethical considerations pertaining to the medical assistant's scope of practice.

- Manage medical records in the physician's office by effectively navigating medical record software.

Certification Eligibility

The Medical Assistant Diploma program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) upon the recommendation of the Medical Assistant Education Review Board (MAERB). CAAHEP accredits educational programs that prepare health professionals in a variety of disciplinary areas. Programs are accredited when it is determined that they meet the educational Standards and Guidelines established by the profession. Cabarrus College of Health Sciences was initially accredited in April 2000, was granted continued accreditation in May 2009 and again most recently in September 2017. All graduates are eligible to sit for the American Association of Medical Assistants Certification Examination after successful completion of the diploma portion of the program.

Curriculum Plans

The Associate of Science degree with a major in medical assistant will be awarded to students who successfully complete 47 credit hours in the major and 21 credit hours of general education and non-major coursework (68 total credit hours). The diploma with a major in medical assistant will be awarded to students who successfully complete 32 credit hours in the major and 6 credit hours of general education courses (38 total credit hours). Required courses are listed in the diploma and degree curriculum plans.

Diploma in Medical Assistant Fall Course Sequence

Course #		Credit Hours
Fall		
BIO100*	Medical Terminology	1
ENG101*	English Composition I	3
MED105**	Medical Assisting I	7
MED112**	Electronic Health Records	1
MED115**	Pathophysiology for Medical Assistants	3
	TOTAL	**15**
Spring		
MED121**	Advanced Clerical Procedures	4
MED125**	Advanced Clinical Procedures	8
MED130**	Pharmacology for Medical Assistants	2
PSY101*	General Psychology	3
	TOTAL	**17**
Summer		
MED140**	Medical Assistant Practicum	4
MED145**	Certification Examination Preparation	2
	TOTAL	**6**
	Total Diploma Hours	**38**

* General Education Course
** Major Course

Diploma in Medical Assistant (Evening/Weekend) Spring Course Sequence

Course #		Credit Hours
Spring		
BIO100*	Medical Terminology	1
ENG101*	English Composition I	3
MED105**	Medical Assisting I	7

MED112**	Electronic Health Records	1
MED115**	Pathophysiology for Medical Assistants	3
	TOTAL	**15**
Fall		
MED121**	Advanced Clerical Procedures	4
MED125**	Advanced Clinical Procedures	8
MED130**	Pharmacology for Medical Assistants	2
PSY101*	General Psychology	3
	TOTAL	**17**
Spring		
MED140**	Medical Assistant Practicum	4
MED145**	Certification Examination Preparation	2
	TOTAL	**6**
	Total Diploma Hours	**38**

* General Education Course
** Major Course

Associate of Science in Medical Assistant Course Sequence

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

Course #		**Credit Hours**
Fall		
BIO190*	Principles of Microbiology	4
BIO210*	Human Anatomy & Physiology I	4
PSY150*	Human Growth & Development	3
SOC101*	Introduction to Sociology	3
	TOTAL	**14**
Spring		
BIO220*	Human Anatomy & Physiology II	4
Elective*	Humanities/Fine Arts Elective	3
Elective*	Math Elective	3
NTR210	Nutrition Across the Lifespan	3
	TOTAL	**13**
Summer I		
MED230**	Medical Assistant Internship	3
	TOTAL	**3**
	Total Second Year Hours	**30**
	Diploma Hours	38
	Total Degree Hours	**68**

* General Education Course
** Major Course

General Education Electives

Humanities/Fine Arts	**Math**
ENG210 World Literature	MAT143 Quantitative Literacy
	MAT171 Pre-calculus Algebra
HUM220 Music Appreciation	MAT152 Introductory Statistics
REL210 World Religions	
SPA201 Introduction to Hispanic Culture and Language	

Admission

For admission into the Medical Assistant Diploma and Associate Degree programs, applicants must meet the general college admission requirements found in the Catalog.

OCCUPATIONAL THERAPY ASSISTANT

Mission

The mission of the Occupational Therapy Assistant (OTA) Program at Cabarrus College is to provide progressive and innovative educational experiences to develop exemplary Occupational Therapy Assistants. The vision is to be a premier leader of inclusive and innovative Occupational Therapy Assistant education.

Program Student Learning Outcomes

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

- Apply foundational knowledge and clinical competencies as a highly skilled entry-level generalist in current and emerging practice areas.
- Deliver effective evidence-based and culturally sensitive services that emphasize participation in occupation across the life span.
- Utilize effective communication and collaboration with clients, families, teammates, regulatory bodies, third party payers, and other professional customers.
- Demonstrate professional behaviors and ethics that uphold the AOTA's Code of Ethics and professional standards.
- Articulate the value of lifelong learning and professional development.
- Demonstrate confidence and capability in the roles of leader and advocate.

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

- Critical thinking and clinical reasoning
- Promoting participation in occupation as it supports quality of life and well-being
- Communication and collaboration
- Ethics and professional behaviors
- Professional lifelong learning
- Leadership and advocacy

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

Curriculum Plan

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

Associate of Science in Occupational Therapy Assistant - Course Sequence

Course #		Credit Hours
Fall		
BIO100*	Medical Terminology	1
BIO210*	Human Anatomy & Physiology I	4
ENG101*	English Composition I	3

OTA105**	Cabarrus College Experience	1
OTA110**	Introduction to Occupational Therapy	2
OTA115**	Level I Fieldwork # 1	1
OTA120**	Activity Analysis: Application to Occupation	3
OTA125**	Documentation & Reimbursement	2
	TOTAL	**17**
Spring		
BIO220*	Human Anatomy & Physiology II	4
Elective*	Math Elective	3
OTA130**	Fundamentals of Occupations	3
OTA140**	Adult Physical Conditions	3
OTA145**	Level I Fieldwork # 2	1
PSY101*	General Psychology	3
	TOTAL	**17**
Summer I		
OTA150**	Pediatrics in OT	3
OTA215**	Level I Fieldwork #3 (Full Summer)	1
PSY150*	Human Growth & Development (Full Summer)	3
	TOTAL	**7**
Summer II		
OTA160**	Kinesiology	3
	TOTAL	**3**
Fall		
Elective*	Humanities/Fine Arts Elective	3
OTA230**	Activity Analysis II	3
OTA200**	Pediatric Therapeutic Intervention	3
OTA210**	Mental Health Concepts & Techniques for the OTA	2
OTA220**	Adult Therapeutic Intervention	3
PSY210*	Abnormal Psychology	3
	TOTAL	**17**
Spring		
OTA240**	Level II Fieldwork #1[+]	6
OTA260**	Level II Fieldwork #2[+]	6
	TOTAL	**12**
	Total Degree Hours	**73**

* General Education Course
** Major Course
[+]Students must complete Level II Fieldwork within 1 year following completion of the didactic portion of the program. Traveling up to one hour for any fieldwork site is considered reasonable.

General Education Electives

Humanities/Fine Arts	**Math**
ENG210 World Literature	MAT143 Quantitative Literacy
	MAT171 Pre-calculus Algebra
HUM220 Music Appreciation	MAT152 Introductory Statistics
REL210 World Religions	
SPA201 Introduction to Hispanic Culture and Language	

Certification Eligibility

Certification Eligibility: Graduates will be eligible to sit for the national certification examination for the Occupational Therapy Assistant administered by the National Board for Certification in Occupational

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

Admission

For admission into the Occupational Therapy Assistant program, applicants must meet the general college admission requirements found in the Catalog.

SURGICAL TECHNOLOGY

Mission

To prepare competent entry-level surgical technologists who are competent in the cognitive, psychomotor, and affective learning domains to enter the profession.

Program Student Learning Outcomes

- Demonstrate the application of anatomy and physiology concepts to meet current industry standards in the surgical setting.
- Demonstrate aseptic technique and a sound surgical conscience when performing surgical procedures in the health care setting.
- Apply knowledge of AST Core Curriculum by completing and passing the CST examination.
- Apply knowledge gained in the clinical experience and build upon classroom instruction to become an integral part of the surgical team.
- Display entry level competencies while functioning in the field of surgical technology.
- Facilitate optimal surgical patient outcomes by communicating effectively with a multidisciplinary team.
- Analyze the communication process and its relationship to patient centered care.

Certification Eligibility

The Surgical Technology program is based on the accreditation standards and guidelines developed by the Accreditation Review Council on Education in Surgical Technology and Surgical Assisting (ARC/STSA). Standards and guidelines are endorsed by the American College of Surgeons and the Association of Surgical Technologists (AST) and approved by the Commission on Accreditation of Allied Health Programs (CAAHEP). The American College of Surgeons, and AST cooperate to establish, maintain and promote appropriate standards of quality for educational programs in surgical technology and to provide recognition for educational programs that meet or exceed the minimum standards outlined in accreditation standards and guidelines for the Accreditation of Educational Programs in Surgical Technology. CAAHEP accredits programs upon the recommendation of the ARC/STSA. These accreditation standards are the minimum standards of quality used in accrediting programs that prepare individuals to enter the Surgical Technology profession. The accreditation standards are the minimum requirements to which an accredited program is held accountable.

The National Commission for Certifying Agencies (NCCA) reviews and grants accreditation to the National Board of Surgical Technology and Surgical Assisting (NBSTSA) for its administration of the Certified Surgical Technologist (CST) certifications. The purpose of NBSTSA is to determine, through examination, if an individual has acquired both theoretical and practical knowledge of surgical technology. Certification as a Surgical Technologist demonstrates that the individual meets the national standard for knowledge that underlies surgical technologist and surgical first assistant

practice. Certified individuals possess mastery of a broad range of skills related to surgical procedures, aseptic technique, and patient care.

All graduates from Cabarrus College are eligible to sit for the National Board of Surgical Technology and Surgical Assisting Certification Examination after the successful completion of the program requirements.

Approved candidates who take and pass the CST examination are authorized to use the initials CST as long as they maintain certification currency.

Curriculum Plan

The Associate of Science degree with a major in surgical technology will be awarded to students who successfully complete 50credit hours in the major and 18 credit hours of general education coursework (68total credit hours). Required courses are listed in the curriculum plans.

Associate of Science in Surgical Technology Course Sequence

Course #		Credit Hours
Fall		
BIO100**	Medical Terminology	1
BIO210**	Human Anatomy & Physiology I	4
SRG111**	Introduction to Surgery	4
SRG115**	Fundamental Perioperative Techniques	7
	TOTAL	**16**
Spring		
BIO220**	Human Anatomy & Physiology II	4
ENG101*	English Composition I	3
SRG121**	Surgical Procedures I	4
SRG125**	Surgical Clinical I	6
	TOTAL	**17**
Summer I		
SRG131**	Surgical Procedures II	3
SRG135**	Surgical Clinical II	3
	TOTAL	**6**
Fall		
BIO190**	Principles of Microbiology	4
Elective*	Math Elective	3
PSY101*	General Psychology	3
SOC101*	Introduction to Sociology	3
SRG215**	Advanced Clinical Practice	3
	TOTAL	**16**
Spring		
COM201*	Communication in Business & Professional Life	3
Elective*	Humanities/Fine Arts Elective	3
SRG221**	Surgical Capstone	2
SRG225**	Surgical Practicum	4
SRG231**	Professional Preparation	1
	TOTAL	**13**
	Total Degree Hours	**68**

* General Education Course
** Major Course

General Education Electives	
Humanities/Fine Arts	**Math**
ENG210 World Literature	MAT171 Pre-calculus Algebra
HUM220 Music Appreciation	MAT152 Introductory Statistics
	MAT143 Quantitative Literacy
REL210 World Religions	
SPA201 Introduction to Hispanic Culture and Language	

Admission

For admission into the Surgical Technology program, applicants must meet the general college admission requirements found in the Catalog and submit:

- Official transcript showing evidence of successful completion of the following high school or college level courses with a grade of "C" (2.0) or higher:
  - Algebra I
  - Algebra II
  - Geometry
  - Chemistry
  - Biology
- If you have been enrolled in another Surgical Technology program within the last five years, one reference must be from a program official at the institution attended.

SCIENCE

The Associate of Science program provides a strong foundation in science, biology and chemistry and prepares students for a career in life sciences or for transfer into our nursing or allied health programs. Admission into the Associate of Science program does not guarantee admission into another program.

Mission

The mission of the Associate of Science program at Cabarrus College of Health Sciences is an absolute commitment to educational excellence in the preparation of men and women for careers in the Sciences.

Program Student Learning Outcomes

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

- Recognize foundational concepts of natural and physical sciences.
- Explain the regulatory mechanisms which control the operation of natural and physical systems.
- Use technological resources to assess the relevance and application of science in healthcare delivery.
- Demonstrate scientific quantitative skills, such as the ability to evaluate experimental results, read graphs, and understand and use information from scientific papers.
- Use technical writing skills to describe the structure and function of biological systems.
- Apply conceptual and mathematical models to interpret the operation of natural and physical systems.

Associate of Science Course Sequence

Course #		Credit Hours
Semester I		
CCS105*	Cabarrus College Success	1

BIO100*	Medical Terminology	1
BIO101*	Introductory Biology I	4
CHM101*	General Chemistry I	4
ENG101*	English Composition I	3
MAT171*	Pre-calculus Algebra	3
	TOTAL	**16**
Semester II		
BIO190*	Principles of Microbiology	4
ENG102*	English Composition II	3
BIO210*	Human Anatomy & Physiology I	4
Non-major Elective	Social Sciences Elective	3
MAT152 *	Introductory Statistics	3
	TOTAL	**17**
Semester III		
BIO220*	Human Anatomy & Physiology II	4
Non-major Elective	Humanities/Fine Arts Elective	3
Major Elective**	Major Elective	4
Non-major Elective	Social Sciences Elective	3
	TOTAL	**14**
Semester IV		
Major Elective**	Major Elective	4
Major Elective**	Major Elective	4
Major Elective**	Major Elective	4
Non-major Elective	Humanities/Fine Arts Elective	3
	TOTAL	**14**
	Total Degree Hours	**61**

* Major/Required Course (34 credits)
** Major Elective Course (at least 15 credits)

Non-major Electives (Minimum 12 Credits Required)

Humanities/Fine Arts (Pick any 2: 6 credits)	**Social Sciences (Pick any 2: 6 credits)**
ENG210 World Literature	PSY101 Introduction to Psychology
HUM220 Music Appreciation	PSY150 Human Growth and Development
HUM315 Women in Art	PSY210 Abnormal Psychology
	SOC101 Introduction to Sociology
SPA201 Introduction to Hispanic Culture and Language	SOC203 Marriage and Family
REL210 World Religion	
Communications	
COM201 Communication in Business and Professional Life	
COM301 Communications, Culture and the Commu	

Major Electives (Pick 4: Minimum 15 Credits Required) +

BIO102 General Biology II	BIO300 Fundamentals of Biochemistry
BIO330 Cell Biology	CHM102 General Chemistry II
BIO340 Human Genetics	NTR210 Nutrition Across the Lifespan
HEA110 Health and Wellness	MAT172 Precalculus Trigonometry
	MAT271 Calculus I

+All Associate of Science Degree students are required to complete BIO101 before taking BIO210.

Admission Information

For admission into the Associate of Science program, applicants must meet the general college admission requirements found in the Catalog and submit:

- Official transcript showing evidence of successful completion of the following high school or college level courses with a grade of "C" (2.0) or higher:
  - Algebra I
  - Algebra II
  - Geometry
  - Biology
  - Chemistry

ACADEMIC MINORS

An academic minor is a series of courses outside of one's declared major curriculum which complements the student's major. The minor typically is a subset of course work from one or more disciplines, with all credits earned at an upper course level. The credit hours required for the minor depend on the degree level as indicated in the table below. At least 50% of the credit hours for the minor must be taken at Cabarrus College.

Degree Level	Minimum Credit Hours to Earn a Minor	Minimum Number of Courses to Earn a Minor	Upper Level of Courses to Constitute a Minor
Graduate	9	3	500 level or above
Bachelor's Degree	15	5	300 level or above
Associate's Degree	12	4	200 level or above

A student must declare the minor at least one semester prior to completing all major requirements. A student initiates the request for a minor by completing the Declaration of Academic Minor form and meeting with their advisor and the Office of Financial Aid. The student submits the completed form to the Office of Student Records and Information Management before enrolling in courses for the minor. Progression within the minor follows the same requirements as for the major (refer to Academic Progression section). Students who wish to change their minor must contact the Associate Dean, Student Affairs and Enrollment Management for approval. Completion of the minor is recorded on the student's transcript.

Biology	Health Professions Education
BIO300: Fundamentals of Biochemistry **BIO311**: Cross-Sectional Anatomy BIO315: Seminar Series in Molecular and Biochemical Techniques **BIO330**: Cell Biology **BIO340**: Human Genetics **BIO350**: Cardiac Anatomy & Physiology **BIO410**: Advanced Applications of Human Anatomy & Physiology **BIO430**: Fundamentals in Neuroscience **BIO440**: Pathophysiology **BIO510:** Advanced Applications of Human Anatomy & Physiology **BIO530:** Fundamentals in Neuroscience **BIO540:** Pathophysiology	*__EDU360:__ Clinical Coaching **EDU390:** Information Literacy and Research **EDU410:** Educational Principles for Healthcare Professionals **EDU450:** Practical Applications for Content Development and Instruction in Healthcare Education **EDU455:** Healthcare Simulation and Virtual Instruction
Leadership and Management	**Graduate Education**
*__HSL300__: Introduction to Health Services Organizations **BUS310**: Introduction to Accounting & Financial Management **HSL303**: Health Services Supervision **HSL330**: Human Resources Management **HSL341**: Issues in Performance Improvement **HSL350**: Leadership in the Health Service Industry **HSL365**: Informatics for Healthcare **HSL370**: Healthcare Policy and Planning **HSL400**: Organizational Dynamics and Communications **HSL401**: Healthcare Compliance and Accreditation **HSL403**: Current Issues in Health Services Management **HSL405**: Leading and Interprofessional Healthcare Team **HSL410**: Legal & Ethical Issues in Contemporary Society	**EDU550:** Practical Applications for Content Development and Instruction in Healthcare Education **EDU 555:** Healthcare Simulation & Virtual Instruction **EDU 560:** Assessment in Healthcare Education

* Required courses.

CONTINUING EDUCATION COURSES

Cabarrus College offers professional development courses and workshops to help healthcare professionals enhance their knowledge and skills through Continuing Education. Previous professional development offerings include: Ethics in Healthcare, Comprehensive Overview of Computed Tomography, Opening Doors for Clinical Students with Disabilities, and Evidence Based Practice. Continuing Education Units (CEUs) are awarded for many of these programs. For more information about current professional development offerings, please visit the Continuing Education webpage.

COURSE IDENTIFICATION

LOWER DIVISION COURSES (100-299)

Lower division courses are primarily for freshmen and sophomores.

Courses numbered from 100 through 199 - Introductory level courses provide a knowledge base, develop basic competencies, and/or teach the principles and methodology of a discipline. These courses are recommended for, but are not restricted to, students studying the subject at the freshman or

sophomore level. Such courses generally do not require prerequisite course work for fully matriculated students.

Courses numbered from 200 through 299 - Intermediate level courses build on 100 level courses, broaden knowledge, and/or continue to develop skills and competencies. These courses are recommended for, but are not restricted to, students studying the subject at the sophomore level.

UPPER DIVISION COURSES (300-399)

Upper division courses are primarily for junior and seniors. Courses numbered from 300 through 399 - Advanced courses build on 100 and 200 course content, and demand understanding of principles and methodology in a focused area of study or discipline. These courses are recommended for, but are not restricted to, students studying the subject at a junior or senior level.

COURSES NUMBERED (400-499)

Specialized courses intended primarily for majors in the field. These are courses recommended for, but are not restricted to, students studying the subject at the senior level.

GRADUATE DIVISION COURSES (500 and above)

Courses numbered at 500 and above generally are reserved for post-baccalaureate students. Courses primarily are narrow in scope and build on foundational knowledge and skills developed during undergraduate study. Expectations for the amount and/or level of student reading and writing exceed those of undergraduate level coursework.

COURSEWORK ABOVE AND BELOW LEVEL

Student level is determined by the number of earned credit hours designated on a Cabarrus College transcript as meeting the requirements of a student's major. Students generally are not permitted to enroll in courses more than one level above or below their current student standing, i.e., a freshman would not enroll in 300 level courses. Only one 200 level course may be counted toward baccalaureate completion course requirements.

COURSE DESCRIPTIONS

If a course delivery method is not listed, the course is only offered in-person.

BIOLOGY (BIO)

BIO100 - Medical Terminology

This course allows students to become familiar with terminology used in the healthcare field. Students learn prefixes, suffixes, and root words that have application to the medical field. *This course could be offered in an in-person and/or online format.* Credit: 1 hour. Fall, Spring.

BIO101 - General Biology I

This course is a study of the fundamental principles and concepts of biology. Topics include a discussion of themes in the study of life, the chemistry of life, cell structure and function, genetics, and animal form and function. Lab exercises reinforce and demonstrate theory content. Credit: 4 Hours (3 hours theory, 1 hour lab). *This course could be offered in an in-person and/or hybrid format.* Fall, Spring,

BIO102 - General Biology II

This course is a continuation of General Biology I. General Biology II will include a discussion of the biodiversity of organisms, taxonomy, the biology of prokaryotes, plants, and animals, and ecology. The course also includes a general overview of human body, structure, function, and other related topics. Upon completion the student should be able to demonstrate understanding of life at the organismal and

ecological level. Lab reinforces and demonstrates theory content. Prerequisites: BIO101. Credit: 4 hours (3 hours theory, 1 hour lab). *This course could be offered in an in-person and/or hybrid format.* Fall, Spring,

BIO163 - Basic Anatomy and Physiology
This course is a basic study of the structure and function of the human integumentary system, skeletal system, muscular system, nervous system, endocrine system, cardiovascular system, immune system, respiratory system, digestive system, urinary system, and reproductive system. The course includes a discussion of fundamental concepts of anatomy and physiology, basic inorganic chemistry and biochemistry, cell biology and histology. Laboratory involves microscopy and dissection. Credit: 5 hours. (4 hours theory, 1 hour lab). *This course also may be offered in an accelerated delivery online format.* Fall, Spring.

BIO190 - Principles of Microbiology
This course provides an introduction to basic concepts of structure, classification of growth patterns, and control of micro-organisms. The course will also include a discussion of the fundamentals of infection, disease, host immune responses, and clinical applications of principles. Laboratory emphasizes microbiological techniques. Credit: 4 hours (3 hours theory, 1 hour lab). *This course could be offered in an in-person and/or hybrid and/or online format.* Fall, Spring, Summer.

BIO210 - Human Anatomy and Physiology I
This course will study the structure and function of human organ systems, including basic inorganic and organic chemistry, the cell, histology, cellular energetics, body organization, the skeletal, muscular, and nervous systems, and general homeostasis. Laboratory involves dissection and physiological measurements. Credit: 4 hours (3 hours theory, 1 hour lab). *This course could be offered in an in-person and/or hybrid and/or online format.* Fall, Spring, Summer.

BIO220 - Human Anatomy and Physiology II
BIO220 is a continuation of BIO 210 and includes the study of the cardiovascular, immune, respiratory, urinary, digestive, endocrine, and reproductive systems, embryology, and genetics. Laboratory involves dissection and physiological measurements. Prerequisite: BIO210. Credit: 4 hours (3 hours theory, 1 hour lab). *This course could be offered in an in-person and/or hybrid, and/or online format.* Fall, Spring, Summer.

BIO300 – Fundamentals of Biochemistry
This course serves as an introduction to the fundamental principles of biochemistry, providing a comprehensive understanding of the chemical processes essential to biological systems. Students will examine the molecular structures, functions, and interactions of key biomolecules including proteins, nucleic acids, carbohydrates, and lipids. This course emphasizes the dynamics of biological membranes and transport, biochemical signaling, enzyme catalysis, metabolic pathways, and their regulation to maintain homeostasis. Biochemical techniques and their applications in research will also be discussed. Prerequisites: BIO101 and CHM102. Credit: 3 hours. *This course may be offered online. Fall or* Spring.

BIO311 - Cross Sectional Anatomy
This is a study of human anatomy as seen in axial, sagittal, and coronal planes. Body structures will be examined using standardized anatomical nomenclature. Volumetric and three-dimensional images will be used to identify anatomical structures from multiple perspectives. Bony, muscular, vascular, organs and soft tissues of the following anatomical regions are studied: head, brain, neck chest, mediastinum, abdomen, pelvis, spine, and musculoskeletal system.
Credit: 3 hours. *This course is offered in an online format.* Fall.

BIO315 – Seminar Series in Molecular and Biochemical Techniques
This course offers an in-depth exploration of biochemical and molecular techniques and methods. Through discussions and reviews of journal articles, students will be introduced to the principles of experimental design, ethical research, data interpretation, and the practical application of techniques in biochemistry and molecular biology. Prerequisite: BIO300 or permission of instructor. Credit: 2 hours. *This course may be offered online. Fall or* Spring

BIO330 - Cell Biology
This course is a study of the fundamental principles and concepts of cell biology. Topics include a discussion of cell structure and chemistry, bioenergetics, enzyme kinetics, cell metabolism, cell transport processes, cell to cell communication, cell motility, the extracellular environment, and regulation of gene expression in prokaryotes and eukaryotes. Lab exercises reinforce and demonstrate theory content and provide an introduction to laboratory techniques of biotechnology. Prerequisites: BIO101 or BIO190, or permission of Instructor. Credit: 4 hours (3 hours theory, 1 hour lab). *This course could be offered in an in-person and/or hybrid format.* Fall, Spring.

BIO340 – Human Genetics
Human Genetics will consider basic principles of heredity, extensions and modifications of basic principles, the structure of DNA and chromosomes, the process of DNA replication, transcription and translation, the regulation of gene expression in prokaryotes and eukaryotes, bacterial and viral genetics, mechanisms of gene mutation and DNA repair, and applications of recombinant DNA technology. Prerequisites: BIO101 or BIO190, or permission of Instructor. Credit: 3 hours. *This course may be offered in a hybrid and/or online format.* Fall or Spring.

BIO350- Cardiac Anatomy and Physiology
This course will examine cardiac anatomy to better prepare the healthcare provider to identify structures and conditions which affect the heart. Cardiac anatomy and physiology of the structures will be evaluated. Coronary vasculature and blood flow to include coronary arteries will be discussed. The electrical conduction system of the heart in relation to the cardiac cycle, along with congenital anomalies of the heart, will be explored. Credit: 1 hour. *This course is offered in an online format.* Fall.

BIO410 – Advanced Applications of Human Anatomy and Physiology
Advanced Applications of Human Anatomy and Physiology includes a review of fundamental concepts of cell biology, histology, and the regulation of body system functions. The course will also consider the integrated function of body systems, growth, metabolism, reproduction and development with an emphasis on the application of these concepts to healthcare practice. A review of the organization and anatomy of all body systems is included in this course. Prerequisites: Enrollment in a bachelor completion program. Credit: 3 hours. *This course is offered in an online format.* Fall, Spring

BIO430 – Fundamentals in Neuroscience
Fundamentals in Neuroscience considers neuron structure, function, and communication. The course provides a detailed review of the structure and function of the Central and Peripheral Nervous Systems and will also consider pathologies of the nervous system most relevant to healthcare across the lifespan. Prerequisites: Enrollment in a bachelor completion program. Credit: 3 hours. *This course is offered in a hybrid format.* Fall, Spring.

BIO440 – Pathophysiology
Pathophysiology provides a systems approach to disease processes. The course begins with an introduction to fundamental concepts of pathophysiology and a review of cell biology. Normal body system function is considered with a more detailed discussion of disease processes most relevant to healthcare across the lifespan. The discussion of disease processes will include etiology, clinical

manifestations, diagnosis, pathogenesis, and current research. Prerequisites: Enrollment in a bachelor completion program. Credit: 3 hours. *This course is offered in an online format.* Fall, Spring.

BIO510 - Advanced Applications of Human Anatomy and Physiology
Advanced Applications of Human Anatomy and Physiology includes a review of fundamental concepts of cell biology, histology, and the regulation of body system functions. The course will also consider the integrated function of body systems, growth, metabolism, reproduction and development with an emphasis on the application of these concepts to healthcare practice. A review of the organization and anatomy of all body systems is included in this course. Presentations of independent research and analysis of applications to healthcare practice will be required in this course. Prerequisites: Enrollment in a graduate program or permission of the instructor. Credit: 3 hours. *This course is offered in hybrid and online format.* Fall.

BIO530 – Fundamentals in Neuroscience
Fundamentals in Neuroscience considers neuron structure, function, and communication. The course provides a detailed review of the structure and function of the Central and Peripheral Nervous Systems. Independent research and analysis of pathologies of the nervous system most relevant to healthcare across the lifespan will be required in papers and presentations in this course. Prerequisites: Enrollment in a graduate program or permission of the instructor. Credit: 3 hours. *This course is offered in a hybrid format.* Spring.

BIO540 – Pathophysiology
Pathophysiology provides a systems approach to disease processes. The course begins with an introduction to fundamental concepts of pathophysiology and a review of cell biology. Normal body system function is considered with a more detailed discussion of disease processes most relevant to healthcare. Prerequisites: Enrollment in a graduate program or permission of the instructor. Credit: 3 hours. *This course is offered in a hybrid format.* Spring.

BUSINESS (BUS)

BUS310 – Introduction to Accounting and Financial Management
This course examines the role of financial management within the healthcare organization arena, introduces the principles of accounting, and the fundamentals of economics. Cost analysis, budgeting, management of resources, and forecasting are discussed as well as the use of technology in financial management. Credit: 3 hours. *This course may be offered in a hybrid and/or online format.* Fall, Spring.

CHEMISTRY (CHM)

CHM090 - Foundations in Chemistry
Topics presented during the Foundations in Chemistry course include the basic principles of the structure, properties, and transformations of matter. Based on the understanding that these fundamentals are crucial to the properties and processes in biology, the environment, and materials, Foundations in Chemistry provides a broad background knowledge of chemical and physical concepts. The student will learn new terminology, chemical concepts, and problem solving. This course is a web enhanced course and is intended to fulfill a pre-requisite for the admission to programs at Cabarrus College. Any other transferability of these semester hours is neither written nor implied. This course does not carry any college course credit. Credit: 0 hours (45 contact hours). Summer.

CHM101 - General Chemistry I
This course is the study of the fundamental principles and laws of chemistry. Topics include measurement, atomic and molecular structure, periodicity, chemical reactions, chemical bonding, stoichiometry, thermochemistry, gas laws, and solutions. Lab reinforces and demonstrates theory content. Prerequisite: High school chemistry or CHM090. Credit: 4 hours (3 hours theory, 1 hour lab). *This course could be offered in an in-person and/or hybrid format.* Fall, Spring,

CHM102 - General Chemistry II
This course is a continuation of the study of the fundamental principles and laws of chemistry discussed in General Chemistry I. Topics in this course include kinetics, equilibrium, ionic and redox equations, acid-base theory, electrochemistry, thermodynamics, introduction to nuclear and organic chemistry, and complex ions. Lab reinforces and demonstrates theory content. Prerequisite: CHM101. Credit: 4 hours (3 hours theory, 1 hour lab). *This course could be offered in an in-person and/or hybrid format.* Fall, Spring.,

CHM201 - Organic Chemistry I
This is the first course of a two-semester sequence in organic chemistry. The coursework involves an in-depth study of structure, bonding, properties and stereochemistry of carbon compounds. Introduction to classes of organic compounds and their nomenclature, reaction mechanisms and organic synthesis will also be introduced. Prerequisite: CHM101, CHM102 and MAT171. Credit: 4 hours (3 hours theory, 1 hour lab). *This course may be offered in a hybrid and/or online format.* Fall, Spring

CHM202 - Organic Chemistry II
This is the second course of a two-semester sequence in organic chemistry. This course will continue coverage of the classes of organic compounds. Detailed coverage of spectroscopy, carbonyl compounds (aldehydes, ketones, carboxylic acids and derivatives), and amines will be covered. Amino acids, carbohydrates, proteins, reaction mechanisms, organic synthesis and spectroscopy will be introduced. Prerequisite: CHM201. Credit: 4 hours (3 hours theory, 1 hour lab). *This course may be offered in a hybrid and/or online format. Fall,* Spring.

COMMUNICATION (COM)

COM201 - Communication in Business and Professional Life
This course covers the basic writing process and interpersonal communication skills needed to prepare effective professional business communication for audiences inside and outside the business environment. Prerequisite: ENG101. Credit: 3 hours. *This course is offered in an online format. Fall,* Spring.

COM301 - Communication, Culture, and the Community
Intercultural skills are increasingly necessary for every profession. The ability to communicate effectively within and across cultures in a diverse society is essential. This course will help students develop a critical understanding of communication across the dimensions of race, ethnicity, nationality, ability, gender, age and sexual orientation. Prerequisites: ENG101 and a social science. Credit: 3 hours. *This course is offered in an online format.* Fall, Spring, Summer.

COMMUNITY HEATLH AND WELLNESS (CHW)

CHW201 - Trauma Informed Care
This is an introductory course providing a foundation in trauma informed care. Students will explore various forms of trauma, associated comorbid disorders, current theories and treatment frameworks. The course introduces students to posttraumatic stress disorder, grief and stress reactions and students will have the opportunity to explore and evaluate evidence-based practices in the trauma treatment field. With a culturally informed perspective, the course will also explore various trauma treatment frameworks and resilience training for the community. Credit: 1hour. *This course is offered in an online format.* Spring.

CHW220 - Epidemiology & Dynamics of Disease
This course provides a foundational introduction to the concepts of epidemiology and the dynamics of disease, specifically infectious diseases. Students will explore the basics of modes of exposure, pathogens, hosts, and ecological factors influencing dynamics of disease. Once the basics are covered,

students will begin to understand how using the principles of epidemiology can promote health within a community and the greater population level. The course will examine emerging diseases and the importance of disease surveillance at the community, population, and global health levels. Lastly, the course will also examine mechanisms of disease control including vaccination. Credit: 3 hours. *This course is offered in an online format.* Fall.

CHW230 - Telemedicine & Electronic Health Records
As healthcare continues to transform and adapt to the changing Environments, the use of technology is critical. This course explores the use of electronic health records and telemedicine. It will discuss the impact of these technologies on promoting health at the community level. This course will review the challenges inherent in conducting telemedicine visits, especially with individuals in rural communities. Students will discover techniques to help better serve the patient population while investigating overall best practices in telehealth technologies. Credit: 3 hours. *This course is offered in an online format.* Fall.

CHW240 - Health Access
This course examines the factors that contribute to differences in access to healthcare across populations. Students will explore systemic, geographic, economic, and behavioral challenges that affect access and evaluate strategies aimed at improving healthcare availability and utilization. Emphasis will be placed on assessing population-level health needs, identifying barriers to care, and designing targeted, evidence-based interventions to improve access within specific communities. Students will also explore the role of public health practitioners in expanding access and addressing service gaps through policy, education, and community engagement. Prerequisites: CHW111. Credit: 3 hours. *This course is offered in an online format.* Spring.

CHW250 - Patient Navigation and Coordination
This course covers patient navigation and care coordination in health maintenance and disease prevention within the community. Students will learn the various elements of case management, patient navigation, and care coordination to promote health. The course will explore the utilization of health information systems to efficiently coordinate care. The legal and ethical guidelines pertaining to care coordination, including privacy regulations will be reviewed. Credit: 3 hours. *This course is offered in an online format.* Spring.

CHW260 - Motivational Interviewing
Motivational interviewing is a contemporary approach to communication and counseling designed to identify, build and strengthen a client's personal motivation. In this foundational course, students will learn the basic concepts of motivational interviewing. They will explore the essential strategies to properly carry out this method of client-centered communication. Students will learn to employ empathy and active listening techniques while considering the stages of change a client is experiencing. The course will prepare students to gauge and adapt to the client's desire to change. Students will discuss community differences and disparities to better understand how this form of communication must be adapted for diverse individuals. Credit: 3 hours. *This course is offered in an online format.* Spring.

CHW301- Introduction to Community Health
This course is designed to provide an overall introduction to community health. It will provide students with a comprehensive overview of the concepts of community health and public health practice. Students will be introduced to social constructs within the community, principles of program and intervention planning, and modes of advocacy. The course will include content pertaining to social theories of health-related behaviors as well as health promotion. Students will also be exposed to existing evidence-based health promotion programs and research analyses of pertinent community health data. Credit: 3 hours. *This course is offered in an online format.* Fall.

CHW305- Introduction to Lifestyle Medicine
Lifestyle Medicine is the science and application of healthy lifestyle habits as interventions for the prevention of disease. The course will explore the different certifications available in lifestyle medicine as well as the supporting organizations: the American College of Lifestyle Medicine and the American Board of Lifestyle Medicine. Students will explore the essential components of lifestyle medicine including physical activity, sleep health, stress management, relationship building, and nutrition. They will then learn evidence-based techniques for modifying associated lifestyle habits. This course will teach students to collaborate with individuals to co-create goals related to healthy habits. Students will learn to utilize the coach approach to identify social support structures and various methods of accountability. Credit: 3 hours. *This course is offered in an online format.* Spring.

CHW310 - Issues in Women's Health
This seminar course serves to introduce students to the personal, physical, and social issues of women's health in the past and present context. Students will explore the various social, psychological, and physiological barriers of health that women experience. Throughout the course, students will investigate, through research, what major health problems women face that relate to various phases of the life cycle. Students will analyze current literature and legislation to better understand the factors and potential barriers influencing women's health. Core concepts within the course include prenatal and postpartum care, body image, reproductive medicine, and sexual health. Credit: 1 hour. *This course is offered in an online format.* Fall.

CHW311 - Drivers of Health & Health Access
This course explores the primary drivers that influence individual and population health, with a focus on improving access to care. Students will examine a range of factors that impact health outcomes, including economic, environmental, behavioral, and systemic influences. Emphasis will be placed on understanding how these drivers shape healthcare delivery and utilization. The course will also address barriers to accessing healthcare and discuss strategies to reduce those barriers to promote improved health outcomes across communities. Credit: 3 hours. *This course is offered in an online format.* Fall.

CHW320 - Counseling the Substance Abuser
This seminar course introduces students to the concepts of substance abuse. It addresses the unique needs of individuals who struggle with addiction. This course equips students with foundational techniques for counseling individuals who are experiencing dysfunction related to addiction. Students will discuss interventions to reduce substance abuse at the client and community levels, including but not limited to, inpatient rehabilitation, addiction counseling, or alcoholics anonymous. In this course, students will analyze and discuss trends in substance abuse within the United States and examine the relationship between health status indicators and substance abuse. Students will also better understand the available addiction treatment resources within the community and how to connect individuals in need with those resources. Credit: 1 hour. *This course is offered in an online format.* Spring.

CHW330 - Interdisciplinary Collaborative Practice
This course presents the concepts of interdisciplinary collaborative practice through an emphasis on interprofessional education. Students will be equipped with tools and techniques to effectively collaborate with individuals from other healthcare disciplines in the delivery of innovative and quality patient care. These tools will facilitate the design and implementation of an interdisciplinary collaborative practice approach. Students will also review current research related to interprofessional education to determine the strengths and limitations that exist. The course will further examine various frameworks of collaborative practice to enrich it in various healthcare environments. Credit: 3 hours. *This course is offered in an online format.* Fall, Spring.

CHW340 - Lifestyle Medicine Across the Lifespan
This course expands upon the foundation of lifestyle medicine in examining how various populations are impacted differently by lifestyle habits. It will focus on how lifestyle components impact health status from childhood and adolescence through adulthood and end of life. Students will begin to understand how health status is impacted by various lifestyle behaviors at each stage of life. They will examine how lifestyle medicine components such as sleep health may be impacted by gender, age, or other population groupings. The course will equip students with the necessary tools to be able to educate a particular population or community with regard to a lifestyle medicine component. Prerequisites: CHW210. Credit: 3 hours. *This course is offered in an online format.* Fall.

CHW350 - Whole Person Health
With a population health emphasis, this course focuses on the integrative management of health for a targeted population through a holistic approach. Students will discuss the different pillars of health contributing to the whole-body well-being of a patient and population. They will also discuss various health status indicators and relevant interventions to improve those. The course will cover the concepts of managing chronic conditions and lifestyle behaviors for mental, physical, and emotional well-being. Students will examine how the essential elements of lifestyle medicine can contribute to whole-body well-being. They will explore the impactful ways they can support physical, emotional, spiritual, and mental health within populations of interest. Prerequisites: CHW210. Credit: 3 hours. *This course is offered in an online format.* Fall.

CHW360 - Wellness Coaching
Students in this course will explore the various elements of wellness including physical, spiritual, mental, and economic wellness. With a holistic, client-centered approach, students will explore various goal-setting techniques to ensure that client goals are specific, relevant, and measurable. The course will explore wellness coaching within a community of interest and students will be prepared to conduct assessments and interviews necessary to promote community wellness. The course will provide the needed foundation to support individuals who are both healthy and those who are struggling with chronic conditions. Prerequisites: CHW 110 and CHW 210. Credit: 3 hours. *This course is offered in an online format.* Spring.

CHW401 - Community Based Participatory Approaches
Community based participatory research is an approach to conducting research that encompasses a variety of designs and methodologies. This course introduces students to the concepts and structural designs of community based participatory research. Students will first need to understand how to develop partnerships within the community as well as the basic steps in co-conducting research. The course will review how community health organizations or advocacy programs help play a vital role in health promotion. Students will learn to assess and overcome the challenges present while engaging the community in the relevant research efforts. It is important for students to become immersed within the community and learn the community needs and values to best serve the population involved. Prerequisites: CHW 110, CHW250 and CHW 330. Corequisites: CHW 420. Credit: 3 hours. *This course is offered in a hybrid format.* Fall.

CHW410 - Innovations in Population Health
The primary focus of this course will be the process of innovation within community and public health as defined by the Public Health National Center for Innovation. Students will explore the Public Health 3.0 Model and examine how various public health organizations are engaging in the transformation. The course will review the framework recommendations of the National Association of County and City Health Officials and students will investigate the role of the Community Health Strategist in addressing population health. This course will also explore cross-sector partnerships and how to mobilize these resources to advance health within rural communities. Lastly, the students will

review the accreditation requirements and their importance for local level health departments. Credit: 3 hours. *This course is offered in an online format.* Spring.

CHW420 - Community Health Fieldwork
In this fieldwork experience, students will first learn the ethical and legal guidelines surrounding human subject research. The course will go over the institutional review board (IRB) process as well as privacy protection guidelines within the community. This fieldwork experience will focus on community health interventions, so it is important that students learn early in the course to practice continual self-assessment and reflection as a means of decreasing any personal bias. Students will then be placed in a community health organization partnering with preceptors to conduct a needs assessment of a particular population. They will also analyze any supporting, evidence-based research. Lastly, students will be challenged to propose interventions based on the needs assessment and will present these ideas to their organization and/or instructor of record. Prerequisites: CHW 110, CHW 111, CHW 210, CHW240, CHW 330 and ENG 302. Corequisites: CHW 401. Credit: 3 hours. Fall.

CHW430 - Community Health Capstone
This course is the culmination of the community health and wellness degree program. Students will continue the work they began in the Community Health Fieldwork course. In continuing this experience, students will further assess the needs of the community of interest, their proposed intervention and outline a potential implementation plan. They will address the planning, implementation, assessment, and evaluation phases of their proposed intervention. Students will present their research to faculty and the health organization with whom they worked. Prerequisites: CHW 401 and CHW 420. Credit: 3 hours. Spring.

COMMUNITY PARAMEDICINE (CPM)

CPM300 - Community Paramedicine Concepts and Primary Care
This course is designed to introduce the roles and functions of the community paramedic within and outside of the traditional emergency medical services (EMS) system. This course focuses on how community paramedics work with non-emergent patients in the home environment to prevent threats from escalating into emergency conditions. The course will also include how community paramedics manage existing medical, mental health, and substance abuse issues to reduce the demand for EMS response to non-critical medical conditions. Credit: 3 hours. *This course is offered in an online format.* Fall.

CPM310 - Social Services and Public Health for Community Paramedicine
This course introduces students to the structure and function of social services and public health systems commonly found in American communities. Students will explore the types of services offered, the populations they serve, funding mechanisms, and the roles of professionals within these systems. Emphasis will be placed on understanding the mission, goals, and operations of public health and human service agencies, and identifying how community paramedics can collaborate with these organizations to enhance community health outcomes. Through case studies, discussions, and applied learning, students will gain insight into the integration of community paramedicine within the broader social and public health landscape. Credit: 3 hours. *This course is offered in an online format.* Fall.

CPM350 – Culture, Income, Social Status, Homelessness and Health
This course considers the population health implications of income and social status as structural determinants of health. Students will explore the health impacts of poverty, homelessness, minority ethnic status, economic class and class movement, and institutional structural bias. The course will emphasize the important roles of public health practitioners in identifying and reducing disparities. Concepts such as ethnocentrism, stereotyping, and acculturation will be explored to understand the impact of society on health and wellness. Credit: 3 hours. *This course is offered in an online format.* Spring.

CPM370 - Social Work Practices for Community Paramedicine
This course introduces the generalist social work practice method, emphasizing interviewing skills, client engagement, and the integration of theory with practice in the context of Community Paramedicine. Students will explore various professional social work roles and how social workers collaborate with individuals, couples, families, agencies, and communities, with a focus on local social service delivery systems. The course highlights the importance of research-informed practice and practice-informed research. Credit: 3 hours. *This course is offered in an online format.* Spring.

CPM390 - Mental Health, Substance Abuse, and Behavioral Crisis Intervention for Community Paramedics
This course will prepare the student to function in the crisis environment, de-escalating and defusing crisis situations brought on by mental health issues or substance abuse. Participants will explore individual community paramedicine crisis intervention, intervention in cooperation with law enforcement, and intervention in collaboration with non-law enforcement crisis intervenors. Alternative transportation decisions, voluntary and involuntary commitment and roles played by the community paramedic in each decision option will be examined in depth. Credit: 3 hours. *This course is offered in an online format.* Spring.

CPM410 – Community Paramedic Wellness and Safety
This course is designed to provide the community paramedic with the knowledge necessary to work safely in the C.P. role. Will include information on situational awareness, working without a partner, personal protective equipment options, defusing and de-escalating potentially violent situations, resilience, and self-care. Students will Identify ways to collaborate with other paramedics, community paramedics, and allied health care professionals to develop systems that enhance the mental and emotional safety and wellbeing of the community paramedic. Credit: 3 hours. *This course is offered in an online format.* Spring.

CPM420 - Advanced Physical Assessment
Students will learn physical assessment skills outside the "emergency" realm, including history and physical assessment of commonly encountered chronic diseases with an emphasis on applying research findings. Students will develop and apply additional assessment skills, including auscultation for a carotid bruit, auscultation of heart tones, perform inspection, percussion, palpation, and auscultation of thoracic and abdominal cavities, assess skin turgor, assess and document pedal edema, and perform proper diabetic foot examinations. There will be a focus on the professional, ethical, and legal facets of data collection. Enhancement of communication and observational skills is emphasized, along with developing sensitive and refined interviewing techniques. Credit: 3 hours. *This course is offered in an online format.* Summer.

CPM430 - Chronic Disease Pharmacology for Community Paramedics
This course provides students with knowledge of the pharmacological management of chronic conditions and the effects of long-term drug administration on an individual. Students will learn about drugs not generally utilized in emergency response, emphasizing medications to treat common chronic diseases (diabetes, hypertension, hyperlipidemia, etc.). This course will cover the pharmacological management of the most common chronic disorders: Hypertension, obesity, diabetes, high cholesterol, chronic respiratory disease, acute and chronic pain, musculoskeletal disorders, cancer, and chronic kidney disease. In addition, the management of co-morbidities and the risks of polypharmacy will also be covered. Students will analyze current medical research and design appropriate strategies to improve patient compliance. Credit: 3 hours. *This course is offered in an online format.* Fall.

CPM440 - Prevention and Wellness for Community Paramedicine
This course will prepare the community paramedic to educate patients on pertinent issues and promote patients' health and wellness by providing them with information. Students will cover how the community paramedic helps patients improve their attitudes towards medicine and their lifestyles by improving the patient/client's knowledge of relevant health-related issues and promoting positive habits of disease management. This course will include the fundamentals of injury prevention programs, focusing on young children and the elderly. Credit: 3 hours. *This course is offered in an online format.* Spring.

CPM455 - Advanced Cardiology for Community Paramedics
This course provides an in-depth exploration of advanced cardiology principles tailored for community paramedics working in pre-hospital and out-of-hospital settings. Students will develop a comprehensive understanding of cardiac pathophysiology, advanced ECG interpretation, pharmacologic interventions, and evidence-based management strategies for complex cardiovascular emergencies. Emphasis is placed on the role of community paramedics in early recognition, treatment, and prevention of cardiac conditions, including acute coronary syndromes, heart failure, arrhythmias, and sudden cardiac arrest. Through a combination of lectures and case studies, students will refine their critical thinking skills and enhance their ability to provide high-quality cardiac care in diverse and often resource-limited environments. This course integrates current guidelines from the American Heart Association (AHA) and other leading organizations, ensuring students are equipped with the latest best practices in cardiovascular emergency care. Credit: 3 hours. *This course is offered in an online format.* Spring.

CPM460 - Disease Management
This course expands the knowledge and skills of the students beyond the acute care of the most common chronic diseases in the community. Students will gain in-depth knowledge about the etiology and pathophysiology of common chronic diseases that often lead to the need for emergent medical care, periodic assessment of chronic disease patients, long-term pharmacologic therapy, and indications for additional interventions by primary care and specialist physicians.
Credit: 3 hours. *This course is offered in an online format.* Fall.

CPM495–Community Paramedicine Practicum and Capstone
This course provides students with an opportunity to synthesize and apply knowledge gained throughout the Community Paramedicine program. Students will explore real-world challenges in community health, mental health, and paramedicine through case studies, simulations, and guided research. Emphasis is placed on identifying opportunities to implement community paramedicine concepts to address unmet needs within diverse populations. Students will conduct a needs assessment using evidence-based research and best practices and use this data to design a proposed program or intervention to support community health in the absence of an existing community paramedic initiative. Upon successful completion, students will demonstrate professional communication and critical thinking skills by presenting their proposal to faculty and peers. Credit: 3 hours. *This course is offered in an online format.* Fall.

COMPUTED TOMOGRAPHY (CAT)

CAT302 – CT Pathophysiology
This course will familiarize the student with the common pathologies found in computed tomography and their appearance with various imaging protocols. Each disease or traumatic process is examined from its description, etiology, associated symptoms and diagnosis with appearance on CT. Terms associated with these pathologies will be included. The course content will be inclusive of all commonly imaged body systems and areas. Case studies and images of the pathologies will be used to reinforce course subject matter. Credit: 1 hour. *This course is offered in an online format.* Fall.

CAT304 - Computed Tomography Clinical Applications
This course provides the opportunity to apply knowledge gained from classroom instruction to the computed tomography clinical setting. Through structured, sequential, competency-based clinical assignments, concepts of team practice, patient-centered clinical practice and professional development are discussed, examined and evaluated. Emphasis is placed on patient centered care, positioning, protocols, procedures and image production in computed tomography. Healthcare legal and ethical considerations are also discussed. Upon completion, students should be able to assume a variety of duties and responsibilities within the computed tomography clinical environment and meet the necessary requirements to apply to take the ARRT Computed Tomography Registry Examination. Clinical education is conducted at a clinical facility. Prerequisite: Admission to the Advanced Specialty CT Certificate program or permission of Instructor. Credit: 6 hours Fall, and by request.

CAT350 - Comprehensive Overview of Computed Tomography
This course will provide a comprehensive overview of Computed Tomography (CT). Topics will include patient care and safety concerns, with a focus on patient assessment, contrast administration and radiation safety, CT imaging procedures, to include protocols and sectional anatomy, will be examined. CT physics and instrumentation topics including equipment radiation physics, the formation of the CT image, and artifacts will be discussed. This course will provide 48 contact hours of direct instruction focused on the content requirements for the American Registry of Radiologic Technologist's content specifications for post primary examination. Prerequisite: Admission to program. Credit: 3 hours. *This course is offered in an online format.* Summer and by request.

CAT351 - Cardiac Computed Tomography
This course prepares CT technologists to apply best practices in imaging, with a focus on examinations of the heart and coronary arteries. Students will review coronary anatomy and the heart's electrical conduction system to support accurate imaging and interpretation. Key topics include patient preparation, ECG setup and evaluation, arrhythmia recognition, and IV contrast protocols. The course also covers cardiac image acquisition techniques, dose management, prospective and retrospective scanning methods, and image quality assessment. Additionally, students will explore the cardiac cycle, phase selection, image reconstruction, and post-processing strategies. Credit: 3 hours. T*his course is offered in an online format*. Fall and by request.

CAT360 - Computed Tomography for Radiation Therapists
This course will introduce the basic concepts of Computed Tomography and correlate its use in the field of Radiation Therapy. Topics covered include: patient care and radiation safety concerns, computed tomography imaging procedures with emphasis on radiation therapy treatment planning, and the physical principles and instrumentation of computed tomography systems. This course will provide 48 contact hours of direct instruction focused on the content requirements for the American Registry of Radiologic Technologist's content specifications for computed tomography post primary examination and 288 clinical hours for completion of clinical competencies. Prerequisite: Admission to Bachelor of Science, Medical Imaging program. Credit: 9 hours. *This course is offered in an online format.* Spring and by request.

EDUCATION (EDU)

EDU360 – Clinical Coaching
The transition from clinician to clinical educator can present some challenges. New skillsets must be developed as healthcare providers shift their priorities from caring for the patient towards coaching the learner through the clinical experience. In this course the student will recognize and understand the responsibilities of the clinical faculty role and explore best practice for teaching in the clinical

environment. Using the concept of clinical coaching, the student will recognize how to encourage the learner to critically think and use effective clinical judgment in various scenarios. Students will identify clinical activities and assessments which evaluate student progress in the clinical environment. Legal and ethical issues surrounding the student/educator relationship within the clinical environment will also be explored. Credit: 3 hours. *This course is offered in an online format.* Fall.

EDU390 – Information Literacy and Research
Information literacy is an important skill for the healthcare professional to remain in touch with the ever-evolving health care setting. In this course the student will recognize best practice for obtaining, selecting, and evaluating scholarly sources. The use of scholarly research to investigate topics related to individual healthcare professions will be examined. Legal implications such as copyright and plagiarism will be discussed. Upon completion of this course the student will have the skillset to utilize scholarly information to enhance and contribute to the current body of knowledge related to their healthcare discipline. Credit: 3 hours. *This course is offered in an online format. Fall.*

EDU410 - Educational Principles for Healthcare Professionals
This course introduces key educational concepts and adult learning principles relevant for healthcare professionals who provide education and training to clients, colleagues, or students. Learners will explore foundational principles of teaching and learning, with emphasis on applying learning theories to healthcare practice. The course emphasizes the development of effective training and educational experiences within clinical and academic settings. Participants will identify typical characteristics of adult learners and examine instructional methods appropriate for health professions education Credit: 3 hours. *This course is offered in an online format.* Spring, as needed.

EDU450 – Practical Applications for Content Development and Instruction in Healthcare Education
This course will examine the basic principles of content development and instruction in healthcare education. Developing valuable educational content is an essential piece of healthcare education in the classroom and clinical environment. This course will focus on learning outcomes and objectives, program development, assessing student learning, and integration of interdisciplinary learning activities. Special attention will be placed on selecting, planning, and utilizing materials, strategies, and experiences based on the needs of the learner. Credit: 3 hours. *This course is offered in an online format.* Fall.

EDU455 – Healthcare Simulation and Virtual Instruction
This course examines the use of simulation and technology in health professions education, with emphasis on the design, implementation, and evaluation of simulation-based and virtual learning experiences. Undergraduate students will gain foundational knowledge of educational theory and instructional design while learning to select and integrate appropriate learning technologies into the curriculum. The essential components of an interprofessional healthcare simulation will be examined. Assessment strategies, including structured debriefing, effective delivery of student feedback, and remediation using simulation, will be explored at both introductory and advanced levels. Credit: 3 hours. *This course is offered in an online format.* Spring.

EDU510 - Educational Principles for Healthcare Professionals
This graduate-level course equips healthcare professionals with the pedagogical competencies necessary to serve as effective educators in both clinical and academic environments. Through critical examination of foundational teaching and learning principles, students will apply contemporary learning theories to healthcare practice and explore the developmental characteristics of adult learners across different life stages. Emphasis is placed on the construction of measurable behavioral objectives and the strategic design of instructional methods tailored to diverse clinical contexts.

Learners will evaluate evidence-based approaches to adult education and develop advanced skills in facilitating meaningful, learner-centered educational experiences within healthcare settings. Credit: 3 hours. *This course is offered in an online format.* Spring.

EDU550 - Practical Applications for Content Development and Instruction in Healthcare Education

This course will examine the basic principles of content development and instruction in healthcare education. Developing valuable educational content is an essential piece of healthcare education in the classroom and clinical environment. This course will focus on learning outcomes and objectives, program development, assessing student learning, and integration of interdisciplinary learning activities. Special attention will be placed on selecting, planning, and utilizing materials, strategies, and experiences based on the needs of the learner. Credit: 3 hours. *This course is offered in an online format.* Fall.

EDU555 - Healthcare Simulation & Virtual Instruction

This course examines the use of simulation and technology in health professions education, with emphasis on the design, implementation, and evaluation of simulation-based and virtual learning experiences. Undergraduate students will gain foundational knowledge of educational theory and instructional design while learning to select and integrate appropriate learning technologies into the curriculum. The essential components of an interprofessional healthcare simulation will be examined. Assessment strategies, including structured debriefing, effective delivery of student feedback, and remediation using simulation, will be explored at both introductory and advanced levels. Graduate students will extend and refine their expertise by applying theoretical principles to practice through the design of complex, interprofessional simulation scenarios and the development of innovative virtual learning tools. Credit: 3 hours. *This course is offered in an online format.* Spring.

EDU560 - Assessment in Healthcare Education

This course is designed to examine the principles of institutional effectiveness to include program and course level assessment, institutional and programmatic accreditation standards and requirements, strategic planning, and implementation of a research-based approach for data driven decision making. Upon completion of this course, students will learn to develop and set programmatic goals, objectives, and metrics necessary for tracking progress and documenting program effectiveness. Corequisite EDU550. Credit: 3 hours. *This course is offered in an online format.* Fall

ENGLISH (ENG)

ENG101 – English Composition I

This course is designed to offer the basics of composition and use of APA style documentation with an emphasis on writing as a process. Readings will be both fiction and non-fiction. Class discussion will enhance the assigned readings and writings. Current social issues will be examined and analyzed to thoughtfully consider point of view and bias in society. Proper grammar will be emphasized. Credit: 3 hours. *This course may be offered in-person or online format.* Fall, Spring and Summer.

ENG102 – English Composition II

In this course students will learn techniques for clear, purposeful, effective writing. Emphasis is on rhetoric and argumentation for a variety of purposes and audiences. Writings will incorporate research findings and APA style documentation. Prerequisite: ENG101. Credit: 3 hours. *This course may be offered in-person or online format,* Fall, Spring.

ENG210 – World Literature
This course introduces selected works from the Pacific, Asia, Africa, Europe, and the Americas from their literary beginnings through the seventeenth century. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze and respond to selected works. Prerequisite: ENG101. Credit: 3 hours. *This course could be offered in-person and/or online format.* Fall, Spring.

ENG302 – Professional Research and Reporting
This course provides the student with skills needed to identify creditable primary research sources and communicate data. The research aspects include heavy immersion in primary and secondary research, such as library research, personal surveys, historical analysis, collections of bibliographies, as well as source credibility evaluation and APA formats. This course addresses proficiency in written and oral communication which are necessary requirements in professional fields such as science and healthcare. Prerequisite: ENG101. Credit: 3 hours. *This course is offered in an online format.* Fall, Spring, Summer.

ENG315 - Creative Writing
This course is designed to acquaint students with the craft of creative writing. Students will explore the various skills needed to compose reflective writing, short fiction, creative nonfiction, poetry, and other creative forms. Through writing, students will work to sharpen their skills of observation, description, and analysis to enhance their own creative direction and the perspective of others. Students will be expected to read and comment on their peers' writing with thoughtful and constructive criticism, as well as read and discuss published work. Prerequisite: ENG 101. Credit: 3 hours. *This course is offered in an online format.* Fall, Spring.

HEALTH (HEA)

HEA110 - Health and Wellness
This course covers basic concepts of personal health including the health illness continuum, major public health issues and safety. An emphasis is on personal assessment and responsibility for health, community resources available, respect for varying belief systems, and the relationship of the mind, body and spirit to quality of life. Credit: 3 hours. *This course could be offered in person and/or online format.* Fall, Spring.

HEALTH SERVICES LEADERSHIP AND MANAGEMENT (HSL)

HSL300 - Introduction to Health Services Organizations
This course is designed to develop the student's understanding of health care organizations and the delivery of health services in the United States. It explores the historical background, functions, interrelationships and future role of the health services industry. Credit: 3 hours. *This course is offered in an online format.* Fall, Spring.

HSL303 - Health Services Supervision
This course will introduce the concepts related to health services supervision. The characteristics related to the effective healthcare supervisor will be explored. The focus of this course will be on the functions and responsibilities associated with the direct management of people in service delivery settings. Managerial duties such as budgeting, planning effective meeting agendas and assessing productivity will be discussed. Employee hiring and onboarding, motivation, performance appraisal, discipline, communication, and other human resource functions are targeted. Credit: 3 hours. *This course is offered in an online format.* Fall.

HSL330 - Human Resources Management
This course examines workforce management in healthcare organizations. Students will analyze the key components of human resources, including recruiting, selecting, and retaining top talent based on organizational needs. Students will examine the impact of competitive compensation packaging

on attracting and retaining skilled employees. Data-driven decision making will be emphasized in relation to the critical roles HR plays in building a sustainable high-performing healthcare workforce. Credit: 3 hours. *This course is offered in an online format.* Fall and Summer.

HSL341 – Issues in Performance Improvement
This course is designed to provide an understanding of the concepts and tools of performance improvement critical to managerial success. The course will address concepts and models of performance improvement, appropriate data collection and reporting, and outcome indicators. The role of the interdisciplinary healthcare team to improve processes in healthcare will be examined. Upon completion of this course the student will be able to make recommendations on how to improve healthcare delivery based on performance measurement data and results. Credit: 3 hours. *This course is offered in an online format.* Fall and Summer.

HSL350 – Leadership in the Health Service Industry
This course explores the theories of leadership as they relate to the provision of health services. Leadership theories and models will be examined to develop foundational knowledge of methods of leading a high performing healthcare team. Topics such as effective communication, motivation, power, and influence will prepare students to develop competencies needed to lead diverse healthcare teams. Students will be prepared to create strategic plans for leading, developing teammates, and succession planning to ensure the continuity of a high-functioning healthcare team. Credit: 3 hours. *This course is offered in an online format.* Fall.

HSL365 – Informatics for Healthcare
This course explores the fundamental role of informatics in healthcare and its function in delivering safe and quality care. The course integrates healthcare informatics with various healthcare professions to gather, process, and manage digital information. The different information systems necessary for transmitting and storing medical records will be examined. Patient information management, maintain and protecting confidential patient data, and ensuring compliance in the healthcare environment will be discussed. Leading the healthcare team through downtime scenarios is a key skill in ensuring seamless communication throughout the healthcare enterprise. Upon completion of this course the student will be able to recognize and respond to various scenarios related to healthcare informatics. Credit: 3 hours. *This course is offered in an online format.* Spring or as needed.

HSL370 – Healthcare Policy and Planning
Governmental oversight has a major impact on the way that we deliver healthcare in the United States. Health policies are a set of laws, rules and regulations implemented to ensure our nation's healthcare system operates in a manner that benefits the population. In this course the student will explore the concepts and processes related to creating, planning, and implementing health policy. An overview of the public health policymaking process at the federal, state, and local levels will prepare the student to recognize how policies and procedures implemented at their institution are the result of legislation which regulates medical care. Policy development will be explored with an emphasis on protecting vulnerable populations. Leadership skills to implement change management strategies in response to health policy will prepare the student to adapt to the ever-changing healthcare environment. Credit: 3 hours. *This course is offered in an online format.* Fall or as needed.

HSL400 - Organizational Dynamics and Communications
This course will explore the organizational structure and dynamics of the healthcare industry. Special emphasis will be placed on various communication styles used in the professional healthcare setting. Effective communication strategies utilized for conflict management and negotiations will be discussed. The effect of healthcare consumerism on organizational structure will be explored. The impact of strategic alliances, mergers, and partnerships as well as the leader's impact on influencing organizational culture will be major concepts presented in this course. Credit: 3 hours. *This course is offered in an online format.* Spring.

HSL401 – Healthcare Compliance and Accreditation
Health care compliance is monitored and assessed by various accrediting bodies in both the clinical and educational side of healthcare delivery. In this course the student will analyze accreditation and compliance issues relevant to healthcare and explore the role of the accrediting body in monitoring ongoing compliance. Compliance practices will be correlated to federal and state laws which govern healthcare delivery and healthcare education. Records and documents will be critiqued to ensure regulatory compliance is satisfied. Students will recognize areas in which potential abuses or deficient practice may occur and explore the processes of developing, reviewing, and implementing policies and procedures which ensure the departments remain in compliance. Credentialing and regulatory agencies at the state and federal level will be examined. Credit: 3 hours. *This course is offered in an online format.* Spring or as needed.

HSL403 - Current Issues in Health Services Management
This course is an exploration of current trends and issues related to contemporary healthcare delivery. Topics will be influenced by shifts in culture and society as well as current issues affecting healthcare practice. Potential topics include the impact of technological advancement, consumerism, health policy and regulations as well as relevant education and training needed to advance healthcare. Emphasis will be placed on managing change through the rapidly evolving healthcare landscape. Credit: 3 hours. *This course may be offered in a hybrid and/or online format.* Fall.

HSL405 – Leading an Interprofessional Healthcare Team
In this course the student will integrate leadership strategies for the purpose of building and sustaining a collaborative interprofessional healthcare team. Analysis of the impact of behaviors and attitudes will illustrate the importance of interpersonal communication, group dynamics. and conflict management. The student will explore leadership skills and key competencies which support the diverse teams by fostering a collaborative work environment. Credit: 3 hours. *This course is offered in an online format.* Spring or as needed.

HSL410 – Legal and Ethical Issues in Contemporary Society
This course explores the impact of contemporary issues on legal and ethical issues arising in healthcare delivery. The emphasis of this course is on legal aspects of healthcare and principles of ethical decision-making. Topics of study include advocacy, consumer protection, public policy, and the impact of future innovations in healthcare. Credit: 3 hours. *This course is offered in an online format.* Spring, Summer.

HSL455 – Healthcare Internship
The course is designed as a practicum to provide the student with the opportunity to apply first level management and leadership skills in the healthcare or educational setting. The student will analyze the duties of a leadership position and observe the organizational structure, personnel interrelationships, varying perspectives and group dynamics, as well as current challenges of the organization under the direction of a preceptor and faculty member. A project will be developed by the student and the preceptor which will showcase the student's leadership and managerial abilities. Upon completion of this course, the student will have the ability to compare and contrast their personal leadership philosophies with that of the leadership styles observed throughout completion of their project. Prerequisites: HSL300 and HSL350 Credit: 3 hours.. *This course is offered in a hybrid format.* Fall, Spring or as needed.

HSL510 –Legal and Ethical Issues in Contemporary Society
This course explores the impact of contemporary issues on legal and ethical issues arising in healthcare delivery. The emphasis of this course is on legal aspects of healthcare and principles of ethical decision making. Topics of study include advocacy, consumer protection, public policy, and the impact of

future innovations in healthcare. Students will design a proposal for a public policy initiative to improve health outcomes in your community. Credit: 3 hours. *This course is offered in an online format.* Spring.

HUMANITIES (HUM)

HUM220 - Music Appreciation

This course is a survey of music for non-music majors. Included is a study of music elements, the development of music from the Middle Ages to present day and the analysis of music literature. Credit: 3 hours. *This course is offered in an online format.* Fall.

HUM310 - Art Appreciation

This course is designed to enhance the student's appreciation of art. Students will explore how art reflects society at its time in history; politically, emotionally, religiously, and socially. This course will examine media artists use to create their art, including two-dimensional and three-dimensional drawings, painting, printing, camera arts, graphic design, sculpture, installation, crafts, and architecture. A brief but comprehensive development of art history from pre-historic Europe to the present day is included. Students will learn to analyze and evaluate art technically, contextually, and visually. They will be able to identify major artists and periods in art history and media. Credit: 3 hours. *This course is offered in an online format.* Spring.

HUM315 - Women in Art

As an introduction to the significance of women in the art world, this course is designed to explore the place of women in art, by investigating both the image of women in art and women as artists. It will explore women's relationship to art at different times and in different cultures. Credit: 3 hours. *This course is offered in an online format.* Fall.

The following courses also fulfill the requirements for a humanities elective at Cabarrus College:

ENG210 World Literature
REL210 World Religion
SPA201 Introduction to Hispanic Culture and Language
COM301 Communication in Culture and Community

INTERDISCIPLINARY HEALTH STUDIES (IHS)

ENV301 - Environmental Health

This course examines factors in the environments that impact community health and health behaviors. The concept and method of risk assessment are discussed, as well as how health-supportive environments can be created and maintained. Prerequisites: College level science course. Credit: 3 hours. *This course is offered in an online format.* Fall, Summer.

IHS200 - Introduction to Health Professions

This course will introduce students to the broad array of health occupations and professions that are essential to the provision of healthcare. Disciplines in allied health and medicine as well as the importance of technology in healthcare will be reviewed. The role, function, education, licensure, and scope of practice of the various health professions within the context of United States healthcare systems will be discussed. Core interprofessional competencies will also be reviewed. Credit: 3 hours. *This course is offered in an online format.* Fall, Spring.

IHS350 – Mindfulness for Self-Care

Mindfulness for Self-Care is designed to introduce healthcare students to the art and science of mindfulness, and its role in reducing clinician burnout, through enhanced self-care. Texts provide students the foundational understanding upon which to build a personal practice while supplemental scholarly work from the fields of medicine, nursing, education, psychology and allied health provide a reference point

through which students can make meaning of their mindful experiences. Weekly formal and informal practice offers students a consistent and safe place to develop an awareness of their own bodies, thoughts, and feelings that can translate into embodied knowledge, enhanced self-regulation, effective communication, improved self-care, and overall well-being. Experiential assignments, journaling and group experience encourage students to reflect while discovering the many ways mindfulness permeates, positively influences, and reduces suffering in their lives and the lives of others. Credit: 3 hours. *This course is offered in an online format.* Fall , Spring.

IHS401 - Applied Statistics and Research Methods
Students will explore the advantages and disadvantages of experimental and non-experimental designs, various sampling methods, and quantitative and qualitative data collection. Special emphasis is placed on developing the student's ability to understand and evaluate scientific research. Topics include: hypothesis formulation, organization, correlation, regression and interpretation of statistical methods used in business and healthcare. Credit: 3 hours. *This course is offered in a hybrid or online format.* Fall, Spring.

IHS405 - Critical Thinking
Critical thinking is the systematic process by which we develop and support our own thoughts and beliefs as well as evaluate the strength of arguments made by others in real-life situations. This course is designed to serve as the groundwork for more effective reasoning and cognitive skills. Students will examine theses, assumptions, evidence, and results from multiple frames of reference to prepare them for tackling all kinds of problems, including those important questions that do not have an easy and definitive answer, by using the best available method. Credit: 3 hours. *This course is offered in an online format.* Spring.

IHS501 - Applied Statistics and Research Methods
Students will explore the advantages and disadvantages of experimental and non-experimental designs, various sampling methods, and quantitative and qualitative data collection. Special emphasis is placed on developing the student's ability to understand and evaluate scientific research. Topics include: hypothesis formulation, organization, correlation, regression and interpretation of statistical methods used in business and healthcare. Students will deconstruct a research study and evaluate the content. Prerequisites: MAT 201. Credit: 3 hours. *This course is offered in a hybrid and/or online format.* Fall.

LEADERSHIP(LDR)

LDR500 - Advanced Leadership in Healthcare Management
In this course, students will explore essential skills and values crucial for effective healthcare leadership and management. Topics of interest include leadership theory, managing diverse teams, and addressing ethical challenges to promote a culture of excellence and innovation in healthcare settings. Students will investigate strategies for leading organizational change, enhancing patient outcomes, and driving sustainable growth amidst the ever-evolving healthcare landscape. Emphasis will be placed on cultivating leadership competencies such as communication, strategic thinking, and emotional intelligence, all of which are paramount for success in healthcare leadership roles. Credit: 3 hours. *This course is offered in an online format.* Fall, Spring.

LDR510 - Communication for Leaders
In this course students will learn about communication principles and how to select appropriate communication styles to facilitate collaboration and achieve optimal outcomes. The student will explore communication styles used in conflict management and negotiations. Students will review emotional intelligence and its impact on communication in the workplace. They will also compare and contrast communication strategies that support varied perspectives and safe patient care. Credit: 3 hours. *This course is offered in an online format.* Fall, Spring.

LDR615 - Human Resource Management for Healthcare Leaders
In this course, students will learn about best practices in human resource management. Students will learn best practices in the area of employee recruitment, selection, and onboarding. They will employ new and innovative staffing models/guidelines to ensure optimal patient outcomes. They will learn to provide constructive feedback consistent with level of performance and will create comprehensive plans for employee development and counseling. Students also will discuss the legal and ethical issues that arise with employee termination. Credit: 3 hours. *This course is offered in an online format.* Fall, Spring.

LDR620 - Lean: Healthcare Quality Improvement
This course is designed to introduce the student to Lean: a systematic method for waste minimization without sacrificing productivity. Students will apply Lean principles as part of continuous performance improvement and addressing quality issues that impact health care delivery. Credit: 3 hours. *This course is offered in an online format.* Spring, Summer.

MASTER OF HEALTH SCIENCE (MHS)

MHS520 - Complex Healthcare Delivery Systems
In this course, students will learn about complex healthcare delivery systems and the various legal, ethical, and accrediting challenges that institutions face. Students will evaluate organizational systems, structures, and cultures based on relevant theory. They will compare and contrast healthcare delivery models appropriate to various settings. They will implement policies and procedures consistent with legislation and accrediting bodies. Students also will critically discuss ethical dilemmas involving patient safety, patient care, and legal and corporate compliance violations. Credit: 3 hours. *This course is offered in an online format.* Fall, Spring.

MHS600 - Principles of Business and Finance in Health Care
This course prepares the student to gain an understanding of the principles of business and finance in health care. The student will be introduced to basic financial and budgeting principles, contractual agreements, and healthcare reimbursement methods. The financial impact of consumer driven healthcare and national allocations of healthcare resources will be discussed. Students will learn how to determine revenue and expenses associated with new program development, project management skills, and efficient resource utilization. Credit: 3 hours. *This course is offered in an online format.* Fall, Summer.

MHS615 - Advanced Clinical Research Trials and Protocol Design
This course guides students through the practical aspects of clinical research. Students will work with a faculty mentor and will be actively involved in the development, execution, and evaluation of a mock clinical research project. Students will be exposed to clinical research planning, protocol preparation, regulatory requirements, and interaction with Institutional Review Boards (IRB). The course also covers the selection of participants for clinical trials and evaluates the impact of data analytics on clinical trial results, offering a comprehensive overview of the clinical research process. Credit: 3 hours. *This course is offered in an online format.* Fall, Spring.

MHS690 – Advanced Clinical Practicum and Capstone Project
This semester-long practicum and capstone experience will involve hands-on work alongside established practitioners and leaders in healthcare, community health, and healthcare education. Depending on the placement, the student will work alongside a preceptor to conduct an evidence-based assessment in preparation for developing a program, initiative, or policy change to enhance current practice at their chosen facility. Students will complete a literature review to provide scholarly evidence to support their recommendations for along with an implementation plan. Students will present their findings to faculty and the organization in which they worked. Credit: 3 hours. *This course is offered in an online format.* Fall, Summer

MAGNETIC RESONANCE IMAGING (MRI)

MRI201 - MRI Physics

This course provides the Imaging Technologist with an understanding of the physical principles and instrumentation involved in Magnetic Resonance Imaging. Focus will be placed on magnetism, MRI system principles, operations and components. MR signal production, tissue characteristics, pulse sequencing, and imaging parameters necessary for image formation will be examined. Quality control techniques for the reduction of image artifacts will be discussed. Credit: 3 hours. *This course is offered in a hybrid format*. Spring.

MRI203 - MRI Procedures and Protocols

This course will examine MR procedures and protocols suitable for adult and pediatric patients. Selection of appropriate parameters and the use of intravenous contrast media to produce quality MR images will be discussed. Evaluation of MRI images will prepare the student to differentiate between axial, sagittal and coronal planes and identify the structures best demonstrated in each. Upon successful completion of this course, students will recognize techniques to reduce image artifacts and create high quality MR images. Credit: 3 hours. *This course is offered in a hybrid format*. Spring.

MRI300 - Introduction to MRI

This course will introduce the student to the techniques necessary for proper patient care and basic scan technique in MR imaging. Specific emphasis will be placed on patient safety in regards to the magnetic field and patient preparation prior to examination. Patient management, monitoring, and assessment of the patient, will be emphasized. Patient care skills including venipuncture and contrast administration will be presented. Patient screening procedures will be discussed to ensure the student's ability to communicate and interview the patient prior to the MR procedure. Protocol and procedure of MR examination of the brain and spine will be covered. An introduction to Basic MRI equipment and imaging parameters will prepare the student to enter the clinical setting. The clinical component of this course will allow the student the opportunity to apply their patient care and clinical skills. Credit: 6 hours (2 hours theory, 4 hours clinical). *This course is offered in a hybrid format.* Fall.

MRI302 - Magnetic Resonance Pathophysiology

This course will familiarize the student with the common pathologies found in magnetic resonance imaging and their appearance with various imaging protocols. Each disease or traumatic process is examined from its description, etiology, associated symptoms and diagnosis with appearance on MRI. Terms associated with these pathologies will be included. The course content will be inclusive of all commonly imaged body systems and areas. Case studies and images of the pathologies will be used to reinforce course subject matter. Credit: 1 hour. *This course is offered in an online format.* Fall.

MRI304 - Magnetic Resonance Imaging Clinical Applications

This course provides students with opportunity to apply knowledge gained from classroom instruction to the computed tomography clinical setting. Concepts of team practice, patient-centered clinical practice and professional development are discussed, examined and evaluated through structured, sequential, competency-based clinical assignments. Emphasis is placed on patient centered care, positioning, protocols, procedures and image production in magnetic resonance imaging. Healthcare legal and ethical considerations are discussed. The clinical experience will allow the student to assume a variety of duties and responsibilities within the MR clinical environment to meet the necessary requirements to apply to take the ARRT Magnetic Resonance Imaging Registry Examination. Credit: 6 hours (288 clinical hours). *Clinical education is conducted at a clinical facility*. Spring.

MRI350 - Comprehensive Overview of MRI

This course will provide a comprehensive overview of Magnetic Resonance Imaging (MRI). Topics will include MRI patient care, safety, image production, and procedures. This course will provide 48

contact hours of structured education focused on the requirements for the American Registry of Radiologic Technologist's content specifications for post primary examination. Credit: 3 hours. *This course is offered in an online format.* Spring.

MRI351 - Cardiac MRI
This course will prepare the Magnetic Resonance technologist to efficiently perform imaging examinations of the heart and coronary arteries. The cardiac MR topics to be covered include patient management during the imaging procedure, ECG set-up and evaluation, arrhythmia recognition, and IV contrast considerations. Cardiac image acquisition will be explained to include discussion related to imaging protocols and image quality. A review of the cardiac cycle, phase selection, reconstruction and image processing will be explored. Credit: 2 hours. *This course is offered in an online format.* Spring.

MATH (MAT)

MAT143 - Quantitative Literacy
This course is designed to engage students in complex and realistic situations involving the mathematical phenomena of quantity, change and relationship, and uncertainty through project- and activity-based assessment. Emphasis is placed on authentic contexts which will introduce the concepts of numeracy, proportional reasoning, dimensional analysis, rates of growth, personal finance, consumer statistics, practical probabilities, and mathematics for citizenship. Upon completion, students should be able to utilize quantitative information as consumers and to make personal, professional, and civic decisions by decoding, interpreting, using, and communicating quantitative information found in modern media and encountered in everyday life. Credit: 3 hours. *This course may be offered on-campus and/or in an online format.* Fall, Spring.

MAT152 - Introductory Statistics
This is an introductory statistics course with an emphasis on using real-world data and statistical literacy. Topics include descriptive statistics, correlation and regression, basic probability, discrete and continuous probability distributions, confidence intervals, and hypothesis testing. Upon completion, students should be able to use appropriate technology to describe important characteristics of a data set, draw inferences about a population from sample data, and interpret and communicate results. Credit: 3 hours. *This course may be offered on-campus and/or in an online format.* Fall - online, Spring – on campus/online, Summer - online.

MAT171 - Pre-Calculus Algebra
Emphasis is on equations and inequalities; functions (linear, polynomial, and rational): systems of equations and inequalities; and parametric equations. Upon completion, students should be able to solve practical problems and use appropriate models for analysis and predictions. Prerequisites: High School Algebra II. Credit: 3 hours. *This course may be offered on-campus and/or in an online format.* Fall - on campus, Spring – online, Summer – online.

MAT172 – Precalculus Trigonometry
This course is designed to develop an understanding of topics which are fundamental to the study of Calculus. Emphasis is placed on the analysis of trigonometric functions in multiple representations, right and oblique triangles, vectors, polar coordinates, conic sections, and parametric equations. Upon completion, students should be able to select and use appropriate models and techniques for finding solutions to trigonometry-related problems with and without technology. Credit: 3 hours. *This course may be offered on-campus and/or in an online format.* Fall, Spring.

MAT271 Calculus I
This course is designed to develop the topics of differential and integral calculus. Emphasis is placed on limits, continuity, derivatives, and integrals of algebraic and transcendental functions of one variable. Upon completion, students should be able to select and use appropriate models and techniques for finding solutions to derivative-related problems with and without technology. Prerequisites: MAT171 and MAT172. Credit: 4 hours. *This course may be offered on-campus and/or in an online format.* Fall, Spring

MEDICAL ASSISTANT (MED)

MED105 - Medical Assisting I
This course is designed to give the medical assisting student an introduction to both the clerical and clinical aspects of the profession. Upon completion of this course, students will be able to demonstrate skills in effective verbal and written communication, telephone techniques, reception of patients, schedule management, and mail management. Students will also be able to assess vital signs, take patient histories, demonstrate various aspects of patient preparation prior to an examination, and explain the legal and ethical issues impacting the field of medical assisting. Corequisites: MED112. Credit: 7 hours (6 hours theory, 1 hour lab). *This course is offered in a hybrid format.* Fall.

MED112 - Electronic Health Records
This course is designed to introduce students to electronic health records and the use of such in ambulatory care. In addition, this course will cover how to accurately document in a patient record and effectively manage a medical record in multiple formats. Students will have the opportunity to engage in hands-on learning using a simulated electronic health record. Corequisites: MED105. Credit: 1 hour (3 hours lab). *This course is offered in an online format.* Fall.

MED115 - Pathophysiology for Medical Assistants
MED115 provides students with an introduction to human anatomy, physiology and pathophysiology commonly encountered in an outpatient setting. This course will emphasize the importance of patient education and its role in disease prevention and health maintenance. Corequisites: BIO100. Credit: 3 hours (3 hours theory). *This course is offered in an online or on-campus format.* Fall.

MED121 - Advanced Clerical Procedures
This course is designed to offer the medical assisting student an opportunity to learn the more advanced clerical procedures of the profession. Students will be introduced to various financial responsibilities such as billing and collections, accounts payable, payroll functions, bookkeeping skills, and banking responsibilities. Diagnostic and procedural coding, insurance claim processing, and information related to the Affordable Care Act will also be covered in this course. Prerequisites: MED105, MED115. Credit: 4 hours (3 hours theory, 1 hour lab). *This course is offered in a hybrid format.* Spring.

MED125 - Advanced Clinical Procedures
This course will emphasize the role of the clinical medical assistant in ambulatory care. It builds on the clinical skills introduced in MED105 and includes the topics of minor office surgeries, various phlebotomy techniques and laboratory testing. This course will introduce a variety of medical specialties in which the students will learn how to assist the physician appropriately for each specialty. In addition, the students will learn different ways to communicate with individuals of different cultural backgrounds as it pertains to healthcare. This course includes a lab section where students will actively participate in learning the clinical skills and completing assessments of competency. Prerequisites: MED105, MED115. Credit: 8 hours (6 hours theory, 2 hours lab). *This course is offered in a hybrid format.* Spring.

MED130 - Pharmacology for Medical Assistants
This course is designed to introduce students to the principles of pharmacology. It will focus on dosage calculations, medication orders, and the regulations associated with medication preparation and administration. In addition, students will be introduced to the immunization schedules and proper documentation of vaccine administration. This class includes both lecture and laboratory hours so students will have the opportunity to complete hands-on practice and assessments of competency. Prerequisites: MED105. Corequisite: MED125. Credit: 2 credits (1.5 hours theory, 0.5 hour lab). *This course is offered in a hybrid format.* Spring.

MED140 - Medical Assistant Practicum
The practicum provides the students with the opportunity to apply their knowledge, demonstrate professional attitudes, interact with other health care professionals and patients, and perform the administrative and clinical duties of a medical assistant. Upon completion of this course, students will be able to perform the duties of the Medical Assistant as they apply to the assigned office. Prerequisites: All courses in the Medical Assisting Diploma Program. Corequisites: MED145. Credits: 4 hours (12 hours clinical). As needed.

MED145 - Certification Examination Preparation
This course is designed to prepare the medical assistant student for the certification examination. Students will be introduced to the format of the certification examination and will be given information to assist them in preparing for the test date. This course will review all aspects from the examination outline to include both clerical and clinical instruction. Prerequisites: All courses in Medical Assistant diploma curriculum. Corequisites: MED140. Credits: 2 hours (2 hours theory). *This course is offered in an online format.* As needed.

MED230 - Medical Assistant Internship
This course is designed to provide the associate degree level student experience in the medical assisting role, including a focus on advanced skills in a specialty practice. Emphasis is placed on further developing and demonstrating proficiency in skills necessary for the medical assisting practice in specialty and management roles. The student will have various advanced opportunities to apply techniques and standards they have mastered and to recognize and research an area for possible improvement in the delivery of health care. Prerequisite: Successful completion of all courses in the Medial Assistant associate degree curriculum. Credit: 3 hours. (9 hours clinical) As needed.

MEDICAL IMAGING SYSTEMS (MIS)

MIS300 - Advanced Patient Care for Imaging Professionals
This course examines advanced patient care competencies in medical imaging. Topics include patient education and communication strategies, patient assessment for procedural readiness, and medication administration within the technologist's scope of practice. Emergency response responsibilities are addressed by differentiating between Basic Life Support (BLS) and Advanced Cardiac Life Support (ACLS) principles, consistent with ARRT standards, and by recognizing cardiac rhythms during imaging procedures. Documentation, professional accountability, and patient-centered care for diverse populations are integrated throughout the course. Credit: 3 hours. *This course is offered in an online format.* Summer II.

MIS301 - Bone Densitometry
This course will provide a basic overview of the skills and concepts necessary to perform Bone Densitometry examinations in the clinical setting. It is designed to provide education for healthcare professionals currently performing or planning to perform Bone Densitometry Examinations. Quality management, equipment operation, radiation protection, patient care, procedures, protocols and specialized imaging techniques will be discussed to provide the student with a firm knowledge base of

all aspects of Bone Densitometry. Bone disease processes including osteoporosis will be examined. Contemporary issues related to the geriatric population will be discussed. Curriculum for this course is based on content and theory from American Registry of Radiologic Technologist as well as International Society of Clinical Densitometry content specifications for bone densitometry. Credit: 3 hours. *This course may be offered in an online format.* Summer I.

MIS302 - Pharmacology for Imaging Professionals

This course addresses pharmacology principles related to contrast media and medications used in medical imaging, including drug classification, actions, and side effects. Emphasis is placed on the imaging technologist's role and scope of practice in medication administration and venipuncture, in evaluating patient responses, and in adhering to safety and professional standards. Healthcare literacy concepts are integrated to support patient understanding and safe imaging practice. Credit: 3 hours. *This course is offered in an online format.* Spring and Summer II.

MIS350 - Mammography

This course offers a comprehensive overview of mammography, covering key topics such as patient care assessment, breast anatomy, physiology, and pathology. It will also explore breast imaging procedures, including positioning for breast implants and strategies for imagining patients with special needs. The course will examine the operation of digital mammography equipment, image production, informatics, and quality assurance. Additionally, digital breast tomosynthesis instrumentation and procedures will be discussed. Direct instruction will align with the content requirements for the American Registry of Radiologic Technologists' post-primary examination. Clinical hours are included to ensure completion of required competencies. Credit: 6 hours. *This course is offered in an online format and includes a clinical component.* Spring and by request.

MIS400 - Medical Imaging Quality Control

This course examines quality management and quality control principles within the imaging sciences. Course content emphasizes evaluation of quality management frameworks, quality control testing procedures, and accreditation standards across imaging modalities. Students review foundational physical principles of image production in diagnostic imaging, mammography, computed tomography, magnetic resonance imaging, ultrasound, and nuclear medicine as they relate to image quality and system performance. Federal and state laws regulating the operation of medical imaging equipment are interpreted in the context of departmental compliance. Best practices for quality control data collection are addressed to support evidence-based decision-making, and students implement quality improvement tools to address patient care-related problems in imaging environments. Credit: 3 hours. *This course is offered in an online format.* Spring.

MIS401 - Information Systems Management for Imaging Sciences

This course examines imaging informatics principles as applied to clinical medical imaging practice. Content includes imaging information systems such as PACS, RIS, and HIS; digital image workflows across imaging modalities; and the impact of the PACS administrator's role on imaging technologist workflow. Standards and regulations related to patient information management, including Joint Commission requirements and HIPAA compliance, are also addressed. Credit: 3 hours. *This course is offered in an online format*. Fall.

MIS450 - Medical Imaging Internship

This course is designed to provide the imaging student with a practicum experience in the clinical or educational setting. The student will complete a project under the direction of a preceptor. Included in this course is a service-learning experience focusing on varied cultural perspectives and patient centered care. At the completion of this course the student will; demonstrate competence, leadership, and effective communication in the health care environment. Students will display their critical

thinking skills through application of ethical standards in the medical environment and recognition of high-quality imaging practices. Prerequisite: HSL300. Credit: 3 Hours. (9 hours clinical). As needed.

NURSING (NSG)

NSG101 - Introduction to Professional Nursing

This course introduces the standards of professional nursing practice which provide the foundation for the registered nurse to deliver patient-centered care in today's dynamic healthcare environment. discussions will include 1) Building critical thinking skills; 2) Evidence-based practice; 3) Maintaining a safe environment; 4) Communication with clients and the multidisciplinary team; 5) Educating clients; 6) Utilizing technology to manage information and promote quality; 7) Ethical and legal boundaries and 8) Professional regulation. This non-clinical course will support the application of concepts in clinical courses. Corequisite: NSG111. Credit: 1 hour. *This course is offered in an online format.* Fall and Spring.

NSG111 - Foundations in Nursing – Health Promotion

This course introduces the student to the nursing process as the framework for provision of care to clients. Discussions will launch the concept of holistic client care based on five common interacting variables: physiological, psychological, sociocultural, developmental, and spiritual. These five variables function in relationship with the environment, which are the internal and external stressors that influence the client and affect health. Emphasis will be on primary prevention strategies across the lifespan to maintain optimal wellness. The concepts of secondary prevention and tertiary prevention to regain optimal wellness will be introduced. Therapeutic modalities presented include physical assessment, medication administration, perioperative care, and pain management. Students will demonstrate critical thinking through the development of individualized plans of care that promote health. These plans should incorporate research evidence about healthy lifestyle patterns and risk factors for disease/illness. The clinical aspect of the course allows the student to provide client-centered care within the parameters of professional nursing practice. Prerequisite: Admission to the ADN program. Corequisite: NSG101. Credit: 7 hours (4 hours theory, 3 hours clinical). Fall and Spring.

NSG121 - Foundations in Nursing – Chronic Conditions

This course will strengthen the student's ability to apply the nursing process to plan and provide individualized care for clients experiencing common chronic conditions. Emphasis will be on clinical practice guidelines and research evidence used to guide clinical judgments when caring for individuals with chronic conditions. Common therapeutic modalities utilized to minimize problems of digestion and metabolism, promote oxygenation, tissue perfusion, and mobility will be discussed. Students will also strengthen physical assessment, communication, and collaboration skills. Discussions will guide students in recognizing how effective secondary and tertiary prevention strategies can decrease illness exacerbations that necessitate acute care admissions. The clinical aspect of the course allows the student to provide client-centered care within the parameters of professional nursing practice. Prerequisite: NSG101, NSG111, BIO100, BIO210. Credit: 7 hours (4 hours theory, 3 hours clinical). Fall and Spring.

NSG131 - Foundations in Nursing – Mental Health

This course focuses on self-concept, interpersonal relationships, personal coping strategies, stress perception & adaptation, mood stability, and physiologic functioning of the limbic system and neurotransmitters. Ethical and legal standards related to the mental health of the client will be discussed. Self-awareness and its effects on interpersonal relationships with clients/families will be promoted. Emphasis will be applied therapeutic communication strategies with clients experiencing situational crises and chronic psychiatric disorders. Evidence-based therapeutic modalities such as milieu therapy, behavioral therapy, cognitive therapy, electroconvulsive therapy, and psychopharmacology will be discussed. Cultural awareness, the impact of environmental and socioeconomic variables on coping, communication skills, and application of teaching-learning

principles will be reinforced through the development of a service-learning project. The clinical aspect of the course allows the student to provide client-centered care within the parameters of professional nursing practice. Prerequisite: NSG121, BIO220, PSY101. Credit: 6 hours (4.5 hours theory, 1.5 hours clinical practice). *This course is offered in a hybrid format.* Summer.

NSG202 – Application of Nutrition in Nursing
This course will focus on nutrition throughout the lifespan for disease prevention and health promotion. Emphasis will be on nutritional screening, recommendations for healthy living from Dietary Guidelines for Americans, food safety, and dietary modifications based on disease process. The impact of health literacy, socioeconomics, and culture on client choices in nutritional intake will be considered. Learning activities will enhance the student's ability to collaborate with other disciplines and provide client teaching for the promotion of health. This non-clinical course will support the application of concepts in clinical courses. Prerequisite: NSG111. Credit: 2 hours. *This course is offered in an online format.* Fall, Spring, and Summer.

NSG203 – Application of Pharmacology in Nursing
This course will focus on pharmacologic agents commonly used in health and illness. Emphasis will be on use of the nursing process to safely administer medications to clients of all ages. Discussions will include regulations regarding medication use, roles of the healthcare team, and the ethical and legal role of the nurse. Learning activities will enhance the student's ability to provide client teaching for the promotion of health. This non-clinical course will support the application of concepts in clinical courses. Prerequisite: NSG 111, NSG121, BIO 210, BIO 220. Credit: 2 hours. *This course is offered in an online format.* Fall, Spring, and Summer

NSG212 - Foundations in Nursing – Family Health
This course enhances the student's ability to apply the concepts of health promotion to family development and family centered care. Students will continue to broaden their understanding of holistic care while learning how the interacting variables impact the family system. Emphasis will be placed on collaborating with the multidisciplinary team to promote healthy dynamics in family planning, pregnancy, childbirth, child development, childhood illnesses and with clients experiencing problems of the genitourinary and immune systems. Students are expected to demonstrate refinement of skills and the use of technology in planning and prioritizing individualized care. The clinical aspect of the course allows the student to provide client-centered care within the parameters of professional nursing practice. Prerequisites: BIO220, NSG121, PSY150. Credit: 8 hours (5 hours theory, 3 hours clinical). Fall and Spring.

NSG231 - Transition to Practice
This course explores how standards of nursing practice and professional performance can impact clinical decisions and improve the quality of healthcare. Discussions will emphasize the nurse's role as a leader in managing client care. Students are challenged to develop their role in teamwork and team building, prioritization, application of legal and ethical principles, delegation and supervision, and analyze quality data to improve client outcomes. Students recognize the value of lifelong learning and can identify educational requirements for continued practice. This non-clinical course will support the application of concepts in the clinical setting. Prerequisites: ENG101, NSG203, NSG212. Corequisite: NSG241. Credit: 2 hours. *This course is offered in a hybrid format.* Fall and Spring.

NSG241 - Foundations in Nursing – Acute Illness
This course facilitates growth in the application of new and previously learned concepts when caring for clients with acute and complex conditions. Discussions of therapeutic modalities will include appropriate focused assessments utilized in the treatment of acute and complex clients. Clinical learning will promote strong communication skills, multidisciplinary collaboration, and appropriate

decision making. Transition from student to novice in the discipline of nursing is supported by a focused client care experience in which the student is assigned a clinical preceptor. During this experience, students will demonstrate the ability to provide efficient and effective care for a group of clients utilizing principles of prioritization and delegation, and make appropriate clinical decisions based on supporting evidence. Students will participate in quality improvement initiatives designed to improve nursing practice. The clinical aspect of the course allows the student to provide client-centered care within the parameters of professional nursing practice. Prerequisites: NSG202, NSG203, NSG212, BIO190. Corequisite: NSG231. Credit: 9 hours (5 hours theory, 4 hours clinical). Fall and Spring.

NSG300 - Nursing in Society
This course examines the evolution of professional nursing, the healthcare system and healthcare trends influencing nursing practice. This course explores functions, interdisciplinary relationships and the future role of professional nursing. Pre and/or Co-requisites: Admission to BSN program. Credit: 3 hours. *This course is offered in an online format.* Fall, Spring.

NSG301 - Health Assessment
This course examines holistic health assessment of culturally diverse clients across the lifespan. This course includes comprehensive health assessment and communication of health assessment findings. The course engages students in clinical reasoning to safely and accurately perform a health assessment. Credit: 3 hours. *This course is offered in an online format.* Fall, Spring.

NSG302 - Coping with Grief and Loss
This course focuses on the integration of patient-centered holistic practice. The emphasis is to explore best practices across the continuum of growth and development and psychosocial nursing to improve the healthcare outcomes of patients, and families coping with loss, death, grief and chronic illness. Credit: 3 hours. *This course is offered in an online format.* Spring.

NSG303 - Nursing Leadership and Management
This course focuses upon the concepts of nursing leadership and management essential to effectively lead individuals, groups and organizations. This course includes principles of group dynamics, organizational behavior, concepts of conflict management, change theory and basic management functions. Credit: 3 hours. *This course is offered in an online format.* Fall.

NSG304 – Foundations in Nursing
The course is designed to usher students into nursing practice. Students will be introduced to application of the nursing process, employment of essential psychomotor and communication skills, and integration of critical thinking employing evidence-based practice to document common disorders. The implications of legal/ethical ideals and the historical and theoretical viewpoints on the development of the nursing profession will be presented. Clinical experiences will allow students to apply course concepts. Prerequisite: Admission to the program. Corequisites: NSG320, NSG320L, NSG330. Credits: 7 hours (4hours theory, 3 hours clinical). *Course may be offered in a hybrid or in-person format dependent upon program of study.* Fall, Spring.

NSG305 - Health Policy
This course emphasizes the relationship between the role of the nurse as social advocate, the politics of healthcare and the impact of these on the nursing profession. Topics will explore the roles of government, bureaucratic agencies, organizations, consumers and health care providers in the shaping, development and implementation of health policy. Prerequisite: NSG300. Credit: 3 hours. *This course is offered in an online format.* Spring.

NSG313 - Nursing Informatics
This course explores the utilization of informatics in nursing practice and its role in delivering safe and quality care. The course integrates nursing science with computer technology and information science to identify, gather, process and manage information. Credit: 3 hours. *This course is offered in an online format.* Spring, Summer.

NSG315 – Pathophysiology and Pharmacology for Nursing I
This course launches the student into the study of basic pharmacokinetics, pharmacodynamics, pharmacoeconomics, and the interplay between pathophysiology and pharmacologic management. Course emphasis is on introductory principles and nursing management of drug therapy. Students will explore the implications of pharmacological approaches on various pathologies across the lifespan on selected body systems. Prerequisites: Admission to the program. Credits: 3 hours. *Course may be offered in a hybrid or in-person format dependent upon program of study.* Fall, Spring.

NSG320 – Health Assessment of Diverse Patients and Populations
This course covers the attainment of nursing skills to perform and document a comprehensive patient assessment, including physical, mental, sociocultural, and spiritual. The course emphasizes normal assessment findings across the lifespan but will address health risk factors and common abnormalities. Corequisites: NSG304, NSG320L. Credits: 3 hours. *Course may be offered in a hybrid or in-person format dependent upon program of study.* Fall, Spring.

NSG320L – Health Assessment Skills
The emphasis in this course is on acquiring nursing skills (inspection, palpation, percussion, and auscultation) necessary to perform a comprehensive patient physical assessment. While health risk factors and common abnormalities will be presented, the course emphasis will be on normal assessment findings across the life span. Employment of interviewing techniques and documentation of findings will be developed. Corequisites: NSG304, NSG320. Credits: 1 hour lab. Fall, Spring.

NSG330 – Introductory Concepts of the Professional Role
This course explores fundamental concepts inherent in professional nursing. Concepts include patient-centered, compassionate care, ethical/legal principles, evidence-based practice, interprofessional collaboration, quality and safety, and clinical reasoning. Evidence-based strategies to increase effective communication with patients and other health care professionals will be presented. The implications of legal/ethical ideals and the historical and theoretical viewpoints on the development of the nursing profession will be presented. Corequisites: NSG304. Credits: 2 hours. *Course may be offered in a hybrid or in-person format dependent upon program of study.* Fall, Spring.

NSG350 – Nursing Care for Adult Medical Surgical Patients
This course focuses on professional nursing care of the acutely ill individual. Students will learn and apply sound clinical judgments via evidence-based practice to nursing care, including developing care plans, providing care, and evaluating nursing interventions of care. Clinical experience is projected to occur within clinical and virtual settings. Pre-requisites: NSG304, NSG315, NSG320, NSG320L, NSG330. Corequisites: NSG350L. Credits: 7 credits (4 hours theory, 3 hours clinical). *Course may be offered in a hybrid or in-person format dependent upon program of study.* Fall, Spring, and Summer (ABSN students only).

NSG350L – Advanced Nursing Skills Lab
This course will center on acquiring advanced nursing data collection, interview techniques, and complex mechanical acute care skills necessary to perform comprehensive skilled nursing care. Abnormal assessment findings will be emphasized, and the appropriate scope of nursing practice to address patient care for those displaying these abnormal assessment findings. Prerequisites: NSG320, NSG320L. Co-requisites: NSG350. Credits: 1 hour lab. Spring, Summer (ABSN students only).

NSG360 – Pathophysiology and Pharmacology for Nursing II
This course examines the inter-relationships between clinical pathology and various pharmacological approaches to treat conditions across the life span. Content expands on topics introduced in NSG 315 - Pathophysiology and Pharmacology for Nursing I. Prerequisite: NSG315. Credits: 3 hours. *Course may be offered in a hybrid or in-person format dependent upon program of study.* Spring, Summer (ABSN students only).

NSG370 – Healthcare Informatics
This course will continue to build on the student's exposure to the electronic medical record (EMR) and other informatics tools, devices, and platforms currently being utilized in health care settings today. Issues of telehealth practice, personal reference management software, evidence-based practice (EBP), and HIPAA will be presented. Credits: 3 hours. *Course may be offered in a hybrid or in-person format dependent upon program of study.* Spring, Summer (ABSN students only).

NSG380 – Population Focused Community Nursing
The course will present population-focused health care concepts to promote health across diverse groups of people defined by geographic and sociodemographic boundaries. Content focuses on methods employed by the professional nurse to partner with stakeholders, fundamental groups, community agencies, and governmental agencies to assess health data within a community health model of care. Clinical experiences will include a variety of community settings with culturally diverse populations. Prerequisites: NSG350, NSG350L, NSG360, NSG370. Credits 4 (2 hours theory, 2 hours clinical). *Course may be offered in a hybrid or in-person format dependent upon program of study.* Fall, Spring (TBSN students only), and Summer (ABSN students only).

NSG400 – Nursing Care of Older Adults
This class is centered on evidence-based nursing care of older adults. Gerontological concepts and theories will be presented so that nursing students learn to recognize personal and societal attitudes regarding the aging process. Course work will revolve around the delivery and quality of health care provided to elderly persons and the impact of age-related changes on morbidity. The course will also cover mortality of acute and chronic health conditions and common treatment plans and rehabilitation. Prerequisites: NSG350, NSG350L, NSG360. Credits: 2 hours. *Course may be offered in a hybrid or in-person format dependent upon program of study.* Fall, Spring (TBSN students only) Summer (ABSN students only).

NSG403 - Current Issues in Nursing
This course focuses on translating current evidence into clinical practice. Current evidence is addressed by incorporating and applying knowledge of nursing ethical and legal principles and healthcare policy to contemporary issues in professional nursing and healthcare. Prerequisites: NSG313. Credit: 3 hours. *This course is offered in an online format.* Fall.

NSG406 - Quality and Safety Issues in Nursing
This course focuses on the knowledge, skills, and attitudes needed to assure quality patient-centered care provided through interdisciplinary collaborative care. The course will explore the impact of national patient quality and safety initiatives from regulatory agencies and organizations and examine current contemporary issues in professional nursing and healthcare. Prerequisites: BUS310, NSG313. Credit: 3 hours. *This course is offered in an online format.* Fall, Summer.

NSG407 - Nursing Research
This course will utilize prior knowledge of inquiry and introduce the nursing research process, theory and methods for making informed decisions in nursing practice. The aim of this course is to promote the role of the nurse as a consumer of research and evidence-based practice. This course expands upon the role of the nurse as an advocate of evidence-based research through the utilization of health information technology. Prerequisites: NSG313, IHS401 or MAT201. Credit: 3 hours. *This course is offered in an online format.* Summer.

NSG410 - Health and Populations and Service Learning Project
This course focuses on nursing management of culturally diverse individuals, families, and aggregates within communities. There is an emphasis on health-promotion, risk reduction, population-based care and epidemiology. The practicum experience in the course provides the student the opportunity to gain additional theoretical knowledge and to apply community health nursing concepts and principles. Learning experiences are individualized and guided by selected preceptor and course faculty. Prerequisites: NSG313. Credit: 4 hours. (3 hours theory, 1 hours clinical). *This course is in an online format and clinical.* Fall, Spring.

NSG411 – Transitions in Care
This course builds on the recognition that the patient or designee is the source of control and full partner in providing compassionate and coordinated care. The focus is to provide the opportunity to collaborate with case managers, navigators, and the inter-professional team across the continuum of care. Prerequisites: NSG313, NSG410. Credit: 3 hours. *This course is offered in an online format.* Fall, Spring.

NSG415 – Nursing Care of Women and Childbearing Families
This course is paired with NSG 420 Nursing Care of Childrearing Families. Topics examined include theories of maternal-child nursing care from pregnancy to labor and delivery, postpartum care, and newborn assessment and care. Emphasis is placed on the childbearing woman's health promotion and acute care before her pregnancy, throughout her pregnancy, and into her postpartum period. Clinical experiences will be primarily within acute care inpatient settings but may also include community settings or simulations in the laboratory. Prerequisites: NSG350, NSG350L, NSG360. Corequisite: NSG420. Credits: 4 hours (1.5 hours theory, 1 hour lab. 1.5 hours clinical). *Course may be offered in a hybrid or in-person format dependent upon program of study.* Fall, Spring (TBSN students only), Summer (ABSN students only).

NSG420 – Nursing Care of Childrearing Families
This class pairs with NSG 415 Nursing Care of Women and Childbearing Families. Theories and concepts of family-centered nursing care from infancy through adolescence constitute the primary focus of the course. Clinical experiences may be conducted within acute inpatient settings, laboratory simulations, or community locales such as childcare centers or schools. Pre-requisites: NSG350, NSG350L, NSG360. Corequisite: NSG415. Credits: 4 hours (2 hours theory, 0.5 hour lab, 1.5 hours clinical). *Course may be offered in a hybrid or in-person format dependent upon program of study.* Fall, Spring (TBSN students only), Summer (ABSN students only).

NSG430 – Care of Patients and Their Family Experiencing Emotional or Mental Health Disruptions This course emphasizes holistic, patient-centered nursing care across the lifespan for those experiencing major emotional or mental health disruptions. Also explored will be environmental impact, human growth and development theories, pathophysiology, pharmacology, communication, and behavioral health regimens. Clinical experiences will occur within acute and long-term mental health care facilities, laboratory simulations, or community group homes. Prerequisites: NSG350, NSG350L, NSG360. Credits: 4 hours (2 hours theory, 2 hours clinical). *Course may be offered in a hybrid or in-person format dependent upon program of study.* Fall, Spring.

NSG440 – Evidence Based Practice: Research in Nursing
This course prepares students to evaluate and apply research evidence to support evidence-based nursing practice. Students examine the relationships among nursing theory, research, and clinical practice and develop skills in locating, appraising, and synthesizing scientific evidence. Emphasis is placed on differentiating research, evidence-based practice, and quality improvement processes used to improve healthcare outcomes. Students explore the influence of healthcare systems, policy, and

population health on research priorities and develop competency in using informatics tools to access and manage research evidence. Application of concepts culminates in an evidence-based practice project using the PICOT framework.t. Prerequisites: NSG370. Credits: 3 hours. *Course may be offered in a hybrid format dependent upon program of study.* Fall, Spring.

NSG450 – Managing Complex Nursing Care in Diverse Populations
The focus of the class is on the delivery of professional nursing care to those with complex health issues and supporting the return to optimal health. Emphasis is placed on the interweaving of evidence-based nursing research, the nursing process, and interactions with other members of the health care team and the patient and their family members. Clinical experiences will allow students to function as a student team leader and integrate within the healthcare team to manage care for multiple clients. Prerequisites: NSG380, NSG400, NSG415, NSG420. Co-requisite: NSG430, NSG440, NSG460. Credits: 6 hours (2 hours theory, 4 hours clinical). *Course may be offered in a hybrid or in-person format dependent upon program of study.* Fall, Spring.

NSG460 – Nursing Leadership and Transition into Practice
In this course, students will continue to be exposed to concepts of professional role, nursing leadership, including decision making based on current research-based evidence for high-quality nursing practice, and coordination of a healthcare team. The course will permit student nurses to explore the pathway to licensure, job preparation, and provide practical guidance on succeeding as an RN in real-world practice settings. Prerequisites: NSG380, NSG400, NSG415, NSG420. Corequisite: NSG450. Credits: 3 hours. *Course may be offered in a hybrid or in-person format dependent upon program of study.* Fall, Spring.

NSG500 - Innovative Leadership for Organizational Transformation
This course introduces the student to new and innovative evidence-based nursing leadership concepts. The student will learn how to utilize professional practice models to advocate and create a vision for the nursing profession, and to improve health care, health care systems and patient outcomes. Credit: 3 hours. *This course is offered in an online format.* Fall, Spring.

NSG 505 - Leadership Roles and Management Functions: Theory and Application
This course prepares the student to gain an understanding of nursing leadership concepts, roles and management functions. The student will be introduced to concepts of employee development and labor relations, change management, and internal and external customer service principles. The student will also review concepts on strategic visioning and planning. Credit: 3 hours. *This course is offered in an online format.* Summer II.

NSG510 - Communication for Leaders
In this course, students will learn about communication principles and how to select appropriate communication styles to facilitate collaboration and achieve optimal outcomes. The student will explore communication styles used in conflict management and negotiations. Students will review emotional intelligence and its impact on communication in the workplace. They will also compare and contrast communication strategies that support varied perspectives and safe patient care. Credit: 3 hours. *This course is offered in an online format.* Fall, Spring.

NSG515 - Nursing Informatics for the Advanced Practice Nurse
This course prepares the student for proficient use of health information technology and information systems in a leadership role. The student will examine informatics issues within complex healthcare systems and translate evidence to improve clinical practice and patient outcomes. Students also will explore how informatics can facilitate interprofessional collaboration and the coordination of care. Credit: 3 hours. *This course is offered in an online format.* Spring.

NSG520 - Complex Healthcare Delivery Systems
In this course, students will learn about complex healthcare delivery systems and the various legal, ethical, and accrediting challenges that institutions face. Students will evaluate organizational systems, structures, and cultures based on relevant theory. They will compare and contrast healthcare delivery models appropriate to various settings. They will implement policies and procedures consistent with legislation and accrediting bodies. Students also will critically discuss ethical dilemmas involving patient safety, patient care, and legal and corporate compliance violations. Credit: 3 hours. *This course is offered in an online format.* Summer I.

NSG525 - Workplace and Population Mental Health
This course focuses on mental health issues confronting today's nurse leaders. Students will assess, evaluate, and manage common or emerging mental health issues in the workplace and surrounding communities. The student will be introduced to mental health policies, procedures, and standards and will be able to assess signs/symptoms of trauma and recommend age-appropriate care. Based on research, students will develop recommendations to reduce health disparities, particularly in the area of mental health. Credit: 3 hours. *This course is offered in an online format.* Fall, Spring.

NSG600 - Principles of Business and Finance in Health Care
This course prepares the student to gain an understanding of the principles of business and finance in health care. The student will be introduced to basic financial and budgeting principles, contractual agreements, and healthcare reimbursement methods. The financial impact of consumer driven healthcare and national allocations of healthcare resources will be discussed. Students will learn how to determine revenue and expenses associated with new program development, project management skills and efficient resource utilization. Credit: 3 hours. *This course is offered in an online format.* Fall.

NSG610 - Research for Advanced Practice Nursing
The course is designed to create a culture of research and scholarly inquiry for advanced practice nurses. The focus is on the acquisition of data, efficient data analysis and interpretation, and using research data to facilitate evidence-based practice. Students will be provided with the skills necessary to evaluate the relationship between practice and published research. Credit: 3 hours. *This course is offered in an online format.* Fall, Spring.

NSG615 - Human Resource Management for Healthcare Leaders
In this course, students will learn about best practices in human resource management. Students will learn best practices around employee recruitment, selection, and onboarding. They will employ new and innovative staffing models/guidelines to ensure optimal patient outcomes. They will learn to provide constructive feedback consistent with level of performance and will create comprehensive plans for employee development and counseling. Students also will discuss the legal and ethical issues that arise with employee termination. Credit: 3 hours. *This course is offered in an online format.* Spring.

NSG620 - Lean: Healthcare Quality Improvement
This course is designed to introduce the student to Lean: a systematic method for waste minimization without sacrificing productivity. Students will apply Lean principles as part of continuous performance improvement and addressing quality issues that impact health care delivery. Credit: 3 hours. *This course is offered in an online format.* Full Summer

NSG625 - Nursing Leadership Practicum
The student will work under the guidance of a preceptor to gain experience in the leadership role. The student will develop and implement a quality improvement project to address a workplace issue encountered by the nurse leader. Credit: 6 hours. *This course is offered in a hybrid format.* Fall, Spring.

NUTRITION (NTR)

NTR210 - Nutrition Across the Lifespan

Nutrition is the study of how nutrients and food components function at molecular, cellular, and whole-body levels to impact human health and disease. Nutritional requirements and related health concerns of pregnant and lactating women, infants, children, adults and geriatric population are studied in relation to the physiological and metabolic aspects of pregnancy, lactation, growth and development, maintenance of health, prevention of disease, and aging. Credit: 3 hours. *This course could be offered in person and/or an online format.* Fall, Spring, Summer

OCCUPATIONAL THERAPY (OTA)

OTA105 – Cabarrus College Experience

The first-year seminar course will introduce students to foundational skills and concepts that are integral to the success of every Cabarrus College student, with a special focus on transitioning successfully to the rigor of college-level learning and critical thinking. The course will be organized into four units Life Skills, Academic Success Strategies, Health Sciences & Campus Community Resources, and Lifelong Learning Foundations. Students will be introduced to topics such as goal setting, health & wellness strategies, writing & research skills, reading & note-taking strategies, introduction to healthcare professions and their unique challenges. Completion of this course ensures that the student has knowledge of available College resources. This course is open to all first-year students and required within the Occupational Therapy Assistant Program. Credit: 1. Fall

OTA106 – Cabarrus College OTA-B Experience

This first-year seminar course will introduce students to foundational skills and concepts that are integral to the success of every Cabarrus College OTA student, with a special focus on transitioning successfully to the rigor of college-level learning and critical thinking. The course will be organized into four units: Life Skills, Academic Success Strategies, Health Sciences & Campus Community Resources, and Lifelong Learning Foundations. Students will be introduced to concepts such as goal setting, health & wellness strategies, writing & research skills, reading & notetaking strategies, healthcare professions, professionalism & leadership, and healthcare ethics. . Credit: 1 hour. Fall.

OTA110 - Introduction to Occupational Therapy

This course presents a comprehensive overview of the Occupational Therapy profession, various settings, medical conditions, and populations with which COTA's work. Topics include the history and philosophy of Occupational Therapy, the *Occupational Therapy Practice Framework: Domain and Process*, and models of practice and frames of reference. Settings and populations receiving occupational therapy services, roles of the OTR and COTA, professional organizations, and requirements for credentialing and state licensure will also be covered. Additionally, students will be introduced to multidisciplinary team members, legal and ethical principles, and contextual factors influencing OT services. Credit: 2 hours. Fall.

OTA115 - Level I Fieldwork #1

This course introduces students to the profession of occupational therapy through the virtual and clinical settings. Students develop professional behaviors and clinical reasoning skills through intra- and inter-professional collaboration, observation and use of assessment tools, and planning of client-centered interventions pertaining to physical and psychosocial conditions affecting occupational performance. Corequisites: OTA110, OTA120, OTA125. Credit: 1 hour. *This course is offered in a hybrid format.* Fall.

OTA120 - Activity Analysis: Application to Occupation
This course is designed to guide students in basic skills with activity analysis, and adaptations and gradation skills for a variety of disabilities. Basic and instrumental activities of daily living tasks, therapeutic exercise, and crafts are used to increase the student's working knowledge and application of the *Occupational Therapy Practice Framework: Domain and Process Edition*, as applied to activity analysis. The importance of client-centered, purposeful, and meaningful intervention is emphasized. Corequisites: OTA110, OTA115, OTA125. Credit: 3 hours (2 hours theory, 1 hour lab). Fall.

OTA125 – Documentation and Reimbursement
This course introduces students to professional documentation of skilled occupational therapy services for effective communication and reimbursement in clinical settings across the life span. Students apply an understanding of medical conditions and diagnoses to clearly explain rationale for billable occupational therapy services in addressing limitations to occupational performance. Using current standardized codes and reimbursement systems requirements, students relate professional documentation to quality assurance and enhancement of existing occupational therapy services. Corequisites: OTA110, OTA115, OTA120. Credit: 2 hours. Fall.

OTA130 – Fundamentals of Occupations
This course includes assessment of body functions and performance skills in relation to client performance and engagement in all areas of occupation with a focus on safety and health promotion. Laboratory sessions provide basic instruction and hands-on experience in therapeutic assessment and intervention skills to include assistive technology, durable medical equipment, and safety techniques. The course also examples the Americans with Disabilities Act, driving rehabilitation, community access and mobility, and teaching and learning techniques. Prerequisites: OTA115, OTA120 & OTA125 Corequisites: OTA140, OTA145, & BIO220. Credit: 3 hours (2 hours theory, 1 hour lab). Spring.

OTA140 - Adult Physical Conditions
This course focuses on the major diagnostic categories seen in adult physical rehabilitation with an emphasis on theoretical models, signs and symptoms, prognosis, and precautions. With exploration of the diagnosis comes exploration of the psychological, cultural, and social impacts of each adult diagnosis, and its effects on the client's performance skills. Through lab instruction and experiences, students begin to identify management of common issues with client factors, as well as basic occupational therapy treatment techniques for each adult diagnosis. Social drivers of health for populations, groups, and individuals are identified and applied. Prerequisites: OTA115, OTA120, & OT 125. Corequisites: OTA130, BIO220. Credit: 3 hours (2 hours theory, 1 hour lab). Spring.

OTA145 - Level I #2 Fieldwork
This course is a fieldwork experience for occupational therapy intervention of clients with psychosocial dysfunction, chronic illness, and difficulties encountered in the aging process. Students experience direct hands-on clinical applications of the academic curriculum in various community settings while refining skills in observation, professional behaviors, activity analysis, client-centered intervention, cultural awareness, clinical reasoning, documentation and multidisciplinary team collaboration. Prerequisites: OTA115, OTA120, & OTA125. Credit: 1 hour. Spring.

OTA150 - Pediatrics in Occupational Therapy
In this course students will gain the knowledge of typical pediatric development, as well as pediatric medical conditions and their impact on development relative to the practice of occupational therapy. The laws governing rehabilitation and the settings in which occupational therapy services are provided will be explored. Theoretical frames of reference for occupational therapy assessment and intervention strategies as they apply to common pediatric conditions will be introduced. Prerequisites: OTA130, OTA140, & OTA145. Corequisite: OTA215 Credit: 3 hours. Summer I.

OTA160 - Kinesiology
This course will explore the analysis of functional tasks, and gross and fine motor muscle function. A strong emphasis is placed on the upper body with a focus on bony prominences, joint motions, primary muscles and ligaments, bones, nerve innervations, origins, and insertions. The *Occupational Therapy Practice Framework: Domain and Process,* and use of scholarly materials will be incorporated in classroom. Prerequisites: OTA150, BIO220. Credit: 3 hours. Summer II.

OTA200 - Pediatric Therapeutic Intervention
This course builds upon and expands skills developed in OTA150 with an emphasis on assessment, reevaluation, supervisory relationships, treatment planning and intervention. Students will learn how to assess performance skills and develop and implement intervention plans appropriate for the pediatric populations commonly receiving occupational therapy services. Students will also discuss current trends in literature drive practice. Prerequisites: OTA160., OTA170. Corequisites: OTA205, OTA210, & OTA220. Credit: 3 hours. Fall.

OTA210 - Mental Health Concepts & Techniques for the Occupational Therapy Assistant
This course fosters the development of OTA knowledge related to mental health concepts. Theoretical principles used in psychiatric practice, the DSM V diagnostic classification system, current psychosocial treatment methods, appropriate patient treatment intervention, and documentation are emphasized in this course. Prerequisites: OTA160 & OTA215. Corequisites: OTA205, OTA200, & OTA220. Credit: 2 hours. Fall.

OTA215 - Level I #3 Fieldwork
This course expands the student's clinical experience via client-centered occupational therapy assessment and intervention planning. Through detailed case simulations and face-to-face clinical interactions, students further cultivate clinical reasoning skills to select and grade appropriate interventions that address physical and psychosocial conditions impacting occupational performance in adult and pediatric populations. Students continue to develop professional behaviors and documentation skills, and experience intra-and inter-professional collaboration in the virtual and clinical settings. Prerequisite: OTA145. Corequisites: OTA150 & OTA160 Credit:1 hour. *This course is offered in a hybrid format.* Summer.

OTA220 - Adult Therapeutic Intervention
In this course the student learns to administer various standardized and non-standardized assessments allowed under the supervision of an Occupational Therapist. The focus is on occupation-based practice in the areas of basic and instrumental activities of daily living, sensory systems, functional movement patterns, motor control, tone management, cognition, and visual perceptual skills. Students also relate client performance to therapeutic treatment goals, choose appropriate treatments, identify any changes to the treatment or goals as needed, and modify treatment plans as appropriate. Students will continue to gain knowledge of professional ethics, documentation, professional behavior, OT/OTA role delineation, and current and future practice trends/issues. Prerequisites: OTA160 & OTA215. Corequisites: OTA205, OTA200, OTA210. Credit: 3 hours (2 hours theory, 1 hour lab). Fall.

OTA230 - Activity Analysis II
OTA 230 Activity Analysis II provides students with in-depth knowledge and skill in activity and occupational analysis across the lifespan utilizing all aspects of the Occupational Therapy Practice Framework: Domain and Process Fourth Edition, to develop a comprehensive working knowledge. Students learn to apply clinical reasoning, theory, and therapeutic use of self to the analysis and selection of activities and occupations for persons, groups, and populations. Corequisites: OTA200, OTA210, OTA220. Credit: 3 hours. Fall.

OTA240 - Level II Fieldwork #1
This is the first of two full-time clinical experiences designed to facilitate the transition from student to entry level occupational therapy assistant practitioner. Level II Fieldwork # 1 continues the educational process by providing students with in-depth experiences to apply acquired knowledge and skills to delivery of occupational therapy services under the supervision of an assigned Fieldwork Educator. Upon completion of this course each student will demonstrate entry-level competence as an occupational therapy assistant in the type of setting and with the population in which they are assigned. Prerequisite: Successful completion of all courses in the Occupational Therapy Assistant degree curriculum. Credit: 6 hours. Spring.

OTA260 - Level II Fieldwork #2
This is the second of two full-time, clinical experiences designed to facilitate the transition from student to entry level occupational therapy assistant practitioner. Level II Fieldwork # 2 continues the educational process with in-depth experiences to apply acquired knowledge and skills to delivery of occupational therapy services under the supervision of an assigned Fieldwork Educator. Upon completion of this course each student will demonstrate entry-level competence as an occupational therapy assistant in the type of setting and with the population in which they are assigned. Prerequisite: Successful completion of all courses in the Occupational Therapy Assistant degree curriculum. Credit: 6 hours. Spring.

OTA 310 - Mental Health Concepts & Techniques for the Occupational Therapy Assistant
In this course, students construct knowledge of mental health concepts and their application to occupational therapy. Students apply occupational therapy theories and theoretical principles used in psychiatric practice to understand how mental health disorders impact occupational performance. Business aspects of community mental health practice are explored through program and financial plan development. The DSM V diagnostic classification system, current psychosocial treatment methods, appropriate patient treatment intervention, and documentation are emphasized in this course. Prerequisites: PSY 210, OTA 340. Corequisites: OTA 320, OTA 345, OTA 350, & OTA 365. Credit: 2 hours. Spring.

OTA 315 - Level I Fieldwork #1
This course introduces students to the profession of occupational therapy through the virtual clinical setting. Students develop professional behaviors and clinical reasoning skills through intra- and inter-professional collaboration, observation, and use of assessment tools, and planning of client-centered interventions pertaining to physical and psychosocial conditions affecting occupational performance. Students have an opportunity for more focused exploration of a practice area of their choice related to their Baccalaureate Project. Prerequisites: OTA 220, OTA 260. Corequisites: OTA325, OTA330, OTA340 & OTA 360. Credits: 1 hour. *This course is offered in a hybrid format.* Fall

OTA 320 - Activity Analysis: Application to Intervention
This course is designed to provide students with advanced knowledge and skill in activity and occupational analysis across the lifespan utilizing all aspects of the Occupational Therapy Practice Framework: Domain and Process to develop a comprehensive working knowledge. Students will learn to apply clinical reasoning, theory, and therapeutic use of self to the analysis and selection of activities and occupations for persons, groups, and populations. Evaluation and application of scholarly resources is explored. Evaluation and application of scholarly resources is explored. Application of the multiple types of occupational therapy interventions, approaches to interventions, and adaptation/grading are emphasized. Prerequisites: OTA 315, OTA 325, OTA 330, OTA 340, OTA 360. Corequisites: OTA 310, OTA 345, OTA 350, & OTA 365. Credit: 3 hours. Spring.

OTA 325 – Documentation and Reimbursement
This course introduces students to professional documentation of skilled occupational therapy services for effective communication and reimbursement in clinical settings across the life span. Students apply an understanding of medical conditions and diagnoses to clearly explain rationale for billable occupational therapy services in addressing limitations to occupational performance. Using current standardized codes and reimbursement systems requirements, students relate professional documentation to quality assurance and enhancement of existing occupational therapy services. Students gain an understanding of the business aspect of practice including development of business plans, financial management, program evaluation, and strategic planning. Prerequisites: OTA 110., OTA 220. Corequisites: OTA 315, OTA 330, OTA 340, & OTA 360. Credit: 3 hours. Fall.

OTA 330 – Fundamentals of Occupations
This course includes assessment of body functions and performance skills in relation to client performance and engagement in all areas of occupation. Students explore principles of health and wellness and health promotion and apply these to occupational performance. Laboratory sessions provide students with the opportunity to practice delivering therapeutic assessments and interventions and provide peer feedback through observation. Students collaboratively instruct and train others to design assistive technology with a focus on client use. The course also examines the *Americans with Disabilities Act*, driving rehabilitation, community access, and mobility. Prerequisites: OTA 220, OTA 260. Corequisites: OTA 325, OTA 340, OTA 360. Credit: 3 hours (2 hours theory, 1 hour lab). Fall.

OTA 340 - Adult Physical Conditions
This course focuses on the major diagnostic categories seen in adult physical rehabilitation with an emphasis on theoretical models, signs and symptoms, prognosis, and precautions. . Students develop an understanding of adult diagnoses and explore the psychological, cultural, and social impacts of the diagnoses and how they influence clients' performance skills and occupational performance. The students begin to identify management of common issues with client factors, as well as basic occupational therapy treatment techniques for each adult diagnosis. Healthcare disparities among various populations integrated with the concept of occupational justice will be discussed. Students will fabricate static thermoplastic orthotics with an understanding of appropriate use, design, and precautions. Prerequisites: BIO 220, OTA 220, OTA 260. Corequisites: OTA 315, OTA 325, OTA 330, & OTA 360. Credit: 3 hours (2 hours theory, 1 hour lab). Fall.

OTA 345 - Level I Fieldwork #2
This course is a fieldwork experience for occupational therapy intervention of clients with psychosocial dysfunction, chronic illness, and difficulties encountered in the aging process. Students experience direct hands-on clinical applications of the academic curriculum in various community settings while refining skills in observation, professional behaviors, activity analysis, client-centered intervention, cultural awareness, clinical reasoning, documentation and multidisciplinary team collaboration. Students have the opportunity for more in-depth exploration of psychosocial concepts through application to their Baccalaureate Project topic. Prerequisites: OTA 315, OTA 325, OTA 330, OTA 340, OTA 360. Corequisites: OTA 310, OTA 320, OTA 350, & OTA 365. Credit: 1 hour. Spring.

OTA 350 – Pediatric Conditions in Occupational Therapy
This course will focus on developing student knowledge of typical pediatric development, pediatric conditions, and occupational therapy intervention with pediatric clients. Students will apply occupational therapy theories, frames of reference and theories from other disciplines to deepen their understanding of sensory-motor, cognitive, and psychosocial performance deficits in the pediatric population. The laws governing rehabilitation and the settings in which occupational

therapy services are provided will be explored. Students will examine scholarly literature and activities to build knowledge of evidence-based pediatric occupational therapy. Prerequisites: BIO 220, OTA 315, OTA 325, OTA 330, OTA 340, & OTA 360. Corequisite: OTA 310, OTA 320, OTA 345, OTA 365. Credit: 3 hours. Spring.

OTA 360 Introduction to the Baccalaureate Project
This course is the first in a 3-course sequence which leads to completion of the Baccalaureate Project. In this course, students are introduced to the Baccalaureate Project in which the students gain in-depth experience and knowledge in a specific area of focus in one or more of the following areas: clinical practice skills, administration, leadership, advocacy, and education. The expectations and processes for project completion will be discussed. In collaboration with faculty, students will explore topics of interest through review of literature and discussion. Students will create a written Baccalaureate Project Proposal specifying the project topic of interest and rationale for selection, project goals, a plan for accomplishing the project goals, and a timeline for progression through the Baccalaureate Project sequence. The Baccalaureate Project Proposal must be approved by the Baccalaureate Project advisor prior to progressing to Baccalaureate Project I. Prerequisites: OTA 220, OTA 260, ENG 302. Corequisites: OTA 315, OTA 325, OTA 330, OTA 340. Credit: 2 hours. Fall.

OTA 365 Baccalaureate Project I
This course is the second in a 3-course sequence which leads to completion of the Baccalaureate Project. During this course, in collaboration with faculty, students begin implementing their Baccalaureate Project Plan to gain advanced experience and skills in their selected area of interest. This implementation phase includes developing focused knowledge in areas such as program development, clinical practice skills, administration, leadership, advocacy, and education through participation in a combination of experiential and advanced study opportunities. Prerequisites: OTA 315, OTA 325, OTA 330, OTA 340, OTA 360. Corequisites: OTA 310, OTA 320, OTA 345, OTA 350. Credit hours: 3 hours. Spring.

OTA 400 - Pediatric Therapeutic Intervention
This course examines the functional implications of pediatric conditions on occupational performance. Students apply theory to assessment, treatment planning and intervention appropriate for pediatric populations and their families commonly receiving occupational therapy services in traditional and emerging settings. Socio-cultural and political factors influencing the occupational performance of children and families are stressed. The role of the occupational therapy assistant and occupational therapist in the pediatric setting is explored. Prerequisites: OTA 310, OTA 320, OTA 345, OTA 350, OTA 365. Corequisite: OTA 400, OTA 415, OTA 420 & OTA 460. Credit: 3 hours. Fall.

OTA 410 - Kinesiology Application to Clinical Practice
Students will apply their knowledge of anatomy and physiology and foundational principles of kinesiology to the analysis of functional movement patterns required for occupations. By examining case studies and client scenarios, students will utilize problem solving and clinical reasoning to consider how activities and occupational performance are influenced by the structure and function of joints, the musculoskeletal system, posture, balance, and principles of biomechanics. Students will apply the *Occupational Therapy Practice Framework: Domain and Process* and occupational therapy theory to human movement for assessment and intervention planning. Prerequisites: OTA 260, OTA 310, OTA 320, OTA 345, OTA 350, OTA 365. Corequisites: OTA 410, OTA 415, OTA 420, OTA 460. Credit: 3 hours. Fall.

OTA 415 - Level I #3 Fieldwork
This course expands the student's clinical experience via client-centered occupational therapy assessment and intervention planning. Through detailed case simulations and face to face clinical interactions students further cultivate clinical reasoning skills to select and grade appropriate interventions that address physical and psychosocial conditions impacting occupational performance in adult and pediatric populations. Students continue to develop professional behaviors and documentation skills, and experience intra- and inter-professional collaboration. Students employ critical thinking and clinical reasoning to apply learnings from this fieldwork experience to their Baccalaureate Project experience. Prerequisites: OTA 310, OTA 320, OTA 345, OTA 350, OTA 365. Corequisites: OTA 400, OTA 410, OTA 420 & OTA 460. Credit: 1 hour. *This course is offered in a hybrid format*. Fall.

OTA 420 - Adult Therapeutic Intervention
This course provides an in-depth opportunity for students to learn and practice the administration of various standardized and non-standardized assessments, design therapeutic treatment goals and treatments, and modify activities and treatment plans. Students apply concepts of occupation-based practice in the areas of basic and instrumental activities of daily living, sensory systems, functional movement patterns, motor control, tone management, cognition, and visual perceptual skills. Through hands-on lab experiences, students expand application of professional and ethical behaviors, documentation skills, role delineation, and current and future practice trends. Prerequisites: OTA 310, OTA 320, OTA 345, OTA 350, OTA 365. Corequisites: OTA 400, OTA 410, OTA 415, & OTA 460. Credit: 3 hours (2 hours theory, 1 hour lab). Fall.

OTA 460 Baccalaureate Project II
This course is the third in a 3-course sequence which leads to completion of the Baccalaureate Project. During this course, students will demonstrate synthesis of knowledge gained throughout the curriculum by completing the Baccalaureate Project Plan implementation, analyzing progress toward goal completion, drawing conclusions, and reflecting on professional growth. Students will develop a culminating poster project addressing how their Baccalaureate Project impacts the occupational therapy profession and present the poster at a symposium where they will share their conclusions with student peers, BOTA faculty, and other occupational therapy community leaders. Students will also prepare a poster or short course application for presentation at a state or national conference. Prerequisites: OTA 310, OTA 320, OTA 345, OTA 350, OTA 365. Corequisites: OTA 400, OTA 410, OTA 415, OTA 420. Credit: 3 hours. Fall.

OTA 470 - Level II Fieldwork #1
This is the first of two full-time clinical experiences designed to facilitate the transition from student to entry level occupational therapy assistant practitioner. Level II Fieldwork # 1 continues the educational process by providing students with in-depth experiences to apply acquired knowledge and skills to delivery of occupational therapy services under the supervision of an assigned Fieldwork Educator. Students experience enhanced professional engagement through presentation of their Baccalaureate Project at the Fieldwork site. Upon completion of this course each student will demonstrate entry-level competence as an occupational therapy assistant in the type of setting and with the population to which they are assigned. Prerequisite: Successful completion of all courses in the Occupational Therapy Assistant degree curriculum. Credit: 6 hours. Spring.

OTA 480 - Level II Fieldwork #2
This is the second of two full-time, clinical experiences designed to facilitate the transition from student to entry level occupational therapy assistant practitioner. Level II Fieldwork # 2 continues the educational process with in-depth experiences to apply acquired knowledge and skills to delivery of occupational therapy services under the supervision of an assigned Fieldwork Educator. Students

experience enhanced professional engagement through presentation of their Baccalaureate Project at the Fieldwork site. Upon completion of this course each student will demonstrate entry-level competence as an occupational therapy assistant in the type of setting and with the population to which they are assigned. Prerequisite: Successful completion of all courses in the Occupational Therapy Assistant degree curriculum. Credit: 6 hours. Spring.

OCCUPATIONAL THERAPY (OCT)

OCT510 - Foundations for Occupational Therapy
This course will familiarize students with the history of the profession, theories and models of practice, and professional reasoning concepts that provide a foundation for the practice of occupational therapy. The meaning of occupation for the promotion of health and wellness, and the application of the *Occupational Therapy Practice Framework: Domain and Process*, 4th ed. will be related to current and emerging trends in the profession. Prerequisites: Admission into the Occupational Therapy Program; Interdisciplinary Health Studies baccalaureate students must first complete all leadership and general education courses. Credit: 3 hours. *This course is offered in a hybrid format.* Fall.

OCT515 - Functional Kinesiology
Functional Kinesiology will consider the structure and function of joints of the body, biomechanical properties of joints, muscular and nervous tissues of the body, static and kinematic analysis of the musculoskeletal system, and mechanics and pathomechanics of muscle activity at the joints of the body. Independent research and analysis of pathological influences will be correlated with assessments in required papers and presentations in this course. Prerequisites: Enrollment in a graduate program or permission of the instructor. Credit: 3 hours. *This course is offered in a hybrid format.* Fall.

OCT520 - Occupation Development through the Lifespan
This course will relate the developmental stages through the lifespan with participation in occupation and influences of contextual factors. The implications of physical and psychosocial conditions on engagement of occupation will be examined and related to the conceptual framework for the practice of occupational therapy. Prerequisites: OCT510. Credit: 3 hours. *This course is offered in a hybrid format.* Spring.

OCT530 - Occupational Therapy in Health Care
This course will emphasize the importance of evidence-based practice and documentation to demonstrate efficacy of the profession and promote its role in the future of healthcare. An understanding of health policies, professional ethics, and inter-professional collaboration will be emphasized as students develop the skills to assume supervisory and leadership roles in rehabilitation settings and in healthcare. Prerequisites: OCT510. Credit: 3 hours. *This course is offered in a hybrid format.* Spring.

OCT550 – Occupational Therapy and Mental Health Theory, Assessment, and Intervention
This course introduces diagnostic categories of mental health disorders and will focus on preparing students for clinical practice with psychological and mental health populations. Through case scenarios, students will learn how to assess the impact of common conditions on performance skills and participation in occupations and plan best practice intervention strategies appropriate for the setting and context. Implications of relevant legislation mandates, referrals, use of technology and emerging trends in the provision of mental health care will be explored. Prerequisites: OCT510. Corequisites: OCT520, OCT530, OCT555, & BIO540. Credit: 3 hours. *This course is offered in a hybrid format*. Spring.

OCT 555 – Level I Fieldwork #1
This course provides the opportunity for students to integrate psychological, social, and cognitive health concepts into clinical practice under the supervision of a licensed occupational therapist or other qualified professional. Students will collaborate with the Academic Fieldwork Coordinator to secure a fieldwork placement in a setting and/or area of focus other than their primary employment to maximize the learning experience. Emphasis is placed on the development of professional behaviors, professional reasoning skills and the application of occupational therapy principles through guided observation, participation in client-related activities, and reflective learning experiences. Prerequisites: OCT 510. Corequisites: OCT 550. Credit: 3 hours. *This course is offered in a hybrid format.* Spring.

OCT610 - OT Assessment and Intervention for Pediatrics through Adolescence
This course will focus on preparing students for clinical practice with pediatric and adolescent populations. Through case scenarios, students will learn how to assess the impact of common conditions on performance skills and participation in occupations and plan best practice intervention strategies appropriate for the setting and context. Implications of relevant legislation mandates, referrals, use of technology and splinting, and current trends in emerging strategies will be explored. Prerequisites: OCT515, BIO530, BIO540, OCT520. Corequisites: OCT620, OCT650. Credit: 4 hours. *This course is offered in a hybrid format.* Summer.

OCT615 - Level I Fieldwork #2
This course provides students with the opportunity to integrate the didactic learning with clinical practice settings for the pediatric to adolescent population under the supervision of a licensed occupational therapist or other qualified professional. Students will collaborate with the Academic Fieldwork Coordinator to secure a fieldwork placement in a practice area or setting other than their primary employment to maximize learning . Emphasis is placed on the development of professional behaviors, professional reasoning skills, and the application of occupational therapy principles through guided reflection, written assignments, and online discussions.
Prerequisites: OCT520, OCT530. Credit 1 credit hour. *This course is offered in an online and clinical format.* Summer.

OCT620 - OT Services for Pediatrics through Adolescence
In this course students will gain an understanding of the legislation, documentation, and billing requirements to support occupational therapy services for the pediatric and adolescent populations in traditional and emerging areas of practice. Students will explore the use of community resources and inter-professional collaboration to promote engagement in occupation while planning provision of services. Prerequisites: OCT520, OCT530. Corequisites: OCT610, OCT650. Credit: 3 hours. *This course is offered in a hybrid format.* Summer.

OCT630 - OT Assessment and Intervention for Adults through Geriatrics
This course will focus on preparing students for clinical practice with adult and geriatric populations. Through case scenarios, students will learn how to assess the impact of common conditions on performance skills and participation in occupations and plan best practice intervention strategies appropriate for the setting and context. Implications of relevant legislation mandates, referrals, use of technology and splinting, and emerging trends in healthcare will be explored. Prerequisites: BIO520, BIO530, BIO540, OCT520, OCT650. Corequisites: OCT640, OCT670. Credit: 4 hours. *This course is offered in a hybrid format.* Fall.

OCT640 - OT Services for Adults through Geriatrics
In this course students will gain an understanding of the legislation, documentation, and billing requirements to support occupational therapy services for the adult and geriatric populations in

traditional and emerging areas of practice. Students will explore the use of community resources and inter-professional collaboration to promote engagement in occupation while planning for provision of services. Prerequisites: OCT520, OCT530, OCT650. Corequisites: OCT630, OCT670. Credit: 3 hours. *This course is offered in a hybrid format.* Fall.

OCT645 - Level I Fieldwork #3
This course provides students with the opportunity to integrate didactic learning with clinical practice settings for the adult to geriatric population, under the supervision of a licensed occupational therapist or other qualified professional. Students will collaborate with the Academic Fieldwork Coordinator to secure a fieldwork placement in a practice area or setting other than their primary employment to maximize learning. Emphasis is placed on the development of professional behaviors, professional reasoning, and the application of occupational therapy principles through guided reflection, written assignments, and online discussions. Prerequisites: OCT520, OCT530. Credit: 1 credit hour. *This course is offered in a hybrid format.* Fall.

OCT650 - Therapeutic Adaptations in Occupational Therapy
This course will examine the theoretical principles and assessment process of technology and environmental adaptations to enhance occupational performance for individuals with physical, sensory, and cognitive dysfunctions. Simple to complex technology and adaptations will be explored as students apply the process for assessing, selecting, funding, training, and following up in case scenarios. Prerequisites: OCT520, OCT530. Corequisites: OCT610, OCT620. Credit: 3 hours. *This course is offered in a hybrid format.* Summer.

OCT660 - MOT Capstone I
In MOT Capstone I, students will complete the first phase of a Master of Occupational Therapy program capstone project, a culminating scholarly project intended to advance the student's professional skills in a specific area of interest. For MOT Capstone I, students will create a project proposal and literature review in preparation for completion of the project in MOT Capstone II the following semester. Prerequisite: IHS510, OCT530. Credit: 1 hour. *This course is offered in an online format.* Fall.

OCT670 - Therapeutic Modalities in Occupational Therapy
This course will provide a foundation for the use of therapeutic modalities to promote performance skills and engagement in occupations. The theoretical principles, clinical application, and documentation for thermal and electrical agents, the design and fabrication of splints, and use of orthotics and prosthetics will be related to occupational therapy intervention case scenarios. Prerequisites: OCT530. Corequisites: OCT630, OCT640. Credit: 3 hours. *This course is offered in a hybrid format.* Fall.

OCT680 - MOT Capstone II
In this course students will complete their capstone project under the guidance of their assigned faculty advisor. The capstone is a culminating project of the Master of Occupational Therapy program intended to advance the student's professional skills in a specific area of interest. The project is expected to synthesize the knowledge, reflective practice, and skills developed during the MOT program, and reflect scholarly practice. Students will present their capstone project to the Occupational Therapy faculty. Prerequisite: OCT660. Credit: 1 hour. *This course is offered in an online format.* Spring.

OCT685 - Level II Fieldwork # 1
This is the first of two in-depth clinical experiences designed to transition students to entry-level occupational therapists. Under the supervision of a licensed occupational therapist, students will

further develop professional behaviors, professional reasoning, and clinical skills to provide occupational therapy intervention services in a traditional or emerging area of practice. Students will be required to complete 12 weeks of full-time (40 hours/week) fieldwork and demonstrate entry-level competencies appropriate for the assigned fieldwork setting and participate in online discussions to enhance professional development. Fieldwork assignments will be determined in collaboration with the Academic Fieldwork Coordinator. Prerequisites: Successful completion of all OT courses and general education requirements. Credit: 11 hours. Spring.

OCT695 - Level II Fieldwork # 2
This is the second in-depth clinical experience for students to gain the entry-level occupational therapist skills for a different population and/or type of setting. Under the supervision of a licensed occupational therapist, students will implement the professional behaviors, professional reasoning, and clinical skills to provide occupational therapy intervention services for the population in a second traditional or emerging area of practice. Students will be required to complete 12 weeks of full-time (40 hours/week) fieldwork and demonstrate entry-level competencies appropriate for the assigned fieldwork setting and participate in online discussions to enhance professional development. Fieldwork assignments will be determined in collaboration with the Academic Fieldwork Coordinator. Prerequisites: OCT685. Credit: 11 hours. Summer.

PHILOSOPHY (PHI)

PHI300 – Principles of Biomedical Ethics
This course will explore the ethical considerations involved in medical and biological sciences. It will introduce students to a range of ethical theories, FDA regulations, HIPAA guidelines, and ethical provisions of biomedical research. Students will apply these concepts to real-world dilemmas encountered in medicine, including but not limited to issues such as genetic engineering, patient rights, end-of-life care, and the allocation of limited medical resources. Students will learn to analyze and navigate complex ethical issues, enhancing their ability to make informed ethical decisions in healthcare settings. Prerequisites: None. Credit: 3 hours. *This course may be offered in an online format.* Fall, Spring.

PHYSICS (PHY)

PHY201 - Principles of Physics I
This course is an introduction to the fundamental concepts of physics. This course deals with Mechanics. Topics include kinematics, the quantitative description of motion, force, energy, work, power, momentum, torque, states of matter, and heat. Prerequisite: MAT171. Credit: 4 hours (3 hours theory, 1 hour lab). *This course may be offered in a hybrid and/or online format.* Fall, Spring, Summer.

PHY202 - Principles of Physics II
This course will introduce a second major division of physics known as Modern Physics. Topics include wave theory, sound, light, electricity, magnetism, electromagnetic theory, and introductory nuclear physics. As a continuation course, many concepts from Principles of Physics 201 will be used as a foundation for these new topics. Prerequisite: PHY201. Credit: 4 hours (3 hours theory, 1 hour lab). *This course may be offered in a hybrid and/or online format.* Fall, Spring, Summer.

PSYCHOLOGY (PSY)

PSY101 - General Psychology
This course is an introduction to the scientific study of mental processes and behavior of humans and other animals. The student will learn, understand and apply basic psychological principles. Emphasis is placed on increasing the understanding of the science of human behavior, learning theory, personality development, abnormal behavior, and social behavior. Credit: 3 hours. *This course is offered in a hybrid and/or online format.* Fall, Spring.

PSY150 - Human Growth and Development
This course will provide a study of the principles, processes and theories of human growth and development across the life span, from conception through old age. Emphasis will be placed on intellectual, physical, social and religious dimensions; transitional life tasks, and faulty biological, psychological, and sociological development. Prerequisite: PSY101. Credit: 3 hours. *This course is offered in a hybrid and/or online format.* Fall, Spring, Full Summer.

PSY210 - Abnormal Psychology
This course is a comprehensive study of the major conceptualizations in psychopathology. The course includes an examination of the theories of psychopathology, classification and interdisciplinary assessment techniques and various treatment approaches. The course also looks at the social, legal and ethical issues of abnormal behavior. Prerequisite: PSY101. Credit: 3 hours. Fall, Spring.

RELIGION (REL)

REL210 - World Religions
This course introduces the world's major religious traditions. Topics include primal religions, Hinduism, Buddhism, Islam, Judaism, and Christianity. Upon completion, students should be able to identify the origins, history, beliefs, and practices of the religions studied. Credit: 3 hours. *This course is offered in a hybrid and/or online format.* Fall, Spring, Summer

RESEARCH (RSH)

RSH600 - Foundation of Good Clinical Practice in Clinical Trials
This course provides the foundations that are necessary for finding and interpreting research evidence across all healthcare professions. The student will learn the fundamentals of Good Clinical Research Practice (GCRP), the history of clinical research with human subjects and how to apply regulatory and ethical guidelines to decision-making activities involving recruitment and retention of human subjects in clinical trials as well as the dissemination of clinical trial results to patients. Credit: 3 hours. *This course is offered in an online format.* Fall, Spring, Summer

RSH605 - Fundamentals of Clinical Research Management
In this course the student will learn the fundamentals of clinical research management. They will learn the foundations for the application of concepts and theories of clinical research. The student will also learn the clinical trial research process which includes the roles and responsibilities of various participants, the various methods for enhancing clinical trial participation and engagement of patient populations. They will learn the critical role that nonclinical testing plays in assessing initial safety prior to clinical trials and the types of studies conducted during development to demonstrate long term safety. Credit: 3 hours. *This course is offered in an online format.* Fall, Spring, Summer

RSH610 - Clinical Trials & Site Management
In this course the student will learn Clinical Trials Operations and Site Management. The course prepares students to conduct clinical trials. The students will be given an overview of study management as it pertains to research roles and responsibilities, Institutional Review Boards (IRB) reporting, drug phases, and consenting trial participants. Aspects of clinical trials research such as pre and post study activities, study enrollment, study closures, audit procedures, and budgetary issues will be covered as well. The student will also assess organizational, cultural and personnel factors that influence successful clinical trial performance. They will also examine how to conduct and manage risk and ensure quality in clinical trial by applying management concepts and training methods. In addition, they will explore safety risk assessment during clinical development and post marketing for new products. Credit: 3 hours. *This course is offered in an online format.* Fall, Spring, Summer.

RSH615 - Clinical Trials Research Practicum
The student will work under the guidance of a preceptor to actively engage in the clinical research process. This experience is designed to provide the student with clinical research design and clinical research exposure. Credit: 5 hours. *This course is offered in a hybrid format.* Fall, Spring.

RESPIRATORY THERAPY (RSP)

RSP145 - Respiratory Care Procedures II
Students will gain experience in the application of foundational respiratory care skills in a healthcare setting. Building on competencies developed in the lab, students will perform basic procedures such as oxygen therapy, humidity and aerosol therapy, lung expansion techniques, airway management, and infection control with actual patients under clinical supervision. Emphasis is placed on safe equipment operation, patient interaction, adherence to protocols, and development of professional behaviors. This course bridges classroom learning and hands-on patient care, preparing students for more advanced clinical responsibilities in respiratory therapy. Prerequisites: RSP 110, RSP 115. Credit: 3 hours (1 hour lab, 2 hours clinical). Spring

RSP210 - Diagnostic Assessments of Respiratory Disorders
Students will develop knowledge regarding collection and interpretation of laboratory tests, radiologic imaging, and cardiopulmonary diagnostic and therapeutic procedures. Prerequisites: RSP110. Credit: 3 hours. (3 hours theory). *This course will be offered in an online format.* Fall

RSP220 - Topics in Neonatal Respiratory Care
Through problem-based learning, students will explore neonatal respiratory disorders, pathophysiology, diagnosis, and respiratory care management. Students will be introduced to and work with common Respiratory Therapy modalities used to treat neonates in stable, acute and critical care environments. Corequisite: RSP230. Credit: 3 hours. (2 hours theory, 1 hour lab). .Fall

RSP230 - Topics in Pediatric Respiratory Care
Through problem-based learning, students will explore pediatric respiratory disorders, pathophysiology, diagnosis, and respiratory care management. Students will also be introduced to common Respiratory Therapy modalities used to treat pediatric patients in stable, acute, and critical care environments. Corequisite: RSP220. Credit: 3 hours. (2 hours theory, 1 hour lab). Fall

RSP240 - Cardiopulmonary Disease Management
This course provides an in-depth exploration of the pathophysiology, clinical presentation, and evidence-based management of acute and chronic cardiopulmonary diseases utilizing strategies aimed at improving patient outcomes and quality of life. Prerequisites: RSP120, RSP130. Credit: 3 hours. (3 hours theory). *This course will be offered in an online format.* Fall

RSP245 - Respiratory Care Procedures III
Students will further develop and refine their respiratory care skills through supervised clinical practice, focusing on the mastery of fundamental procedures in real-world healthcare settings. Expanding on previous competencies, students will perform oxygen therapy, humidity and aerosol therapy, lung expansion techniques, airway management, and infection control measures with increased competence and independence. Emphasis is placed on critical thinking, clinical decision-making, and professional behavior while ensuring safe equipment operation and effective patient interaction. This course serves as a transition from foundational skills to advanced clinical responsibilities, preparing students for more complex patient care in respiratory therapy. Prerequisites: RSP145. Credit: 4 Hours (clinical). Summer

RSP255 - Introduction to Acute and Critical Care
In the lab and hospital setting, students will gain experience with peers, patients, and equipment in the acute and critical care setting with a focus on assessment and management of patients with respiratory care needs beyond basic therapies. Prerequisites: RSP 245. Credit: 3 hours (1 hour lab, 2 hours clinical). Fall

RSP265 - Acute and Critical Care I
Students will be introduced to the intensive care unit (ICU) and other critical care environments, through supervised hands-on experience in the foundational respiratory care procedures used in high-acuity settings. Emphasis is placed on developing clinical assessment skills, understanding mechanical ventilation basics, assisting with airway management, and interpreting physiologic data. Students will gain exposure to interdisciplinary teamwork, patient monitoring, and critical care protocols while reinforcing infection control and patient safety standards. Through direct patient interactions and lab-based simulations, students will begin to transition from general respiratory care to the complexities of critical care practice. Prerequisites: RSP 220, RSP 230, RSP 255. Credit: 3 hours. (1 hour lab, 2 hours clinical). Spring

RSP300 - Ethics in Healthcare
This course examines the ethical principles and challenges unique to respiratory care. Students will examine the moral and legal issues practitioners encounter in diverse clinical settings, including acute, critical, and long-term care environments. Through case studies, discussions, and ethical frameworks, students will analyze key topics such as patient autonomy, confidentiality, informed consent, end-of-life care, professional boundaries, and the ethical use of emerging technologies. By the end of this course, students will be prepared to make informed, ethical decisions in their practice, balancing patient care with professional responsibilities. Prerequisites: RSP 240. Credit: 3 hours. (3 hours theory). *This course will be offered in an online format.* Spring

RSP310 Foundations of Respiratory Care
Students will discuss the fundamental principles and practices of respiratory care. They will explore the role of the respiratory therapist within the healthcare system, including professional responsibilities and patient-centered care. Key topics include patient assessment, documentation, basic gas laws, oxygen and medical gas therapy, humidity and aerosol therapy, lung expansion therapy, and infection control practices. Emphasis is placed on developing knowledge necessary for clinical decision-making and effective patient care. Prerequisite: Admission to Program, Co-requisite: RSP 315. Credit: 4 hours. (4 Hours Theory). Fall

RSP315 Foundations of Respiratory Care Lab
Students will gain laboratory experience in fundamental skills and techniques used in respiratory care. Emphasizing practical application, students will develop proficiency in basic respiratory therapy procedures. Through patient scenarios and competency-based assessments, students will learn to operate essential respiratory care equipment, adhere to safety protocols, and apply problem-solving skills. This course is designed to complement didactic instruction and prepare students for clinical practice in the field of respiratory care. Prerequisite: Admission to Program, Co-requisite: RSP 310. Credit: 1 hours (lab). Fall

RSP320 - Introduction to Cardiopulmonary Anatomy and Physiology
Through problem-based learning students will focus on normal and clinical physiological functions of the pulmonary, circulatory, and renal systems. Prerequisite: Admission to Program. Credit: 3 hours. (3 hours theory). Fall

RSP330 - Introduction to Cardiopulmonary Pharmacology
Through problem-based learning, students will learn pharmacological principles, practical uses, and interaction of medications and their relationship to disease. Pre-requisite: Credit: 2 hours. (2 hours theory). Fall

RSP310 - Professional Advancement Pathways
Students will explore different pathways for professional advancement in Respiratory Care to include education, management, leadership, and research. Corequisite: RSP 300 Credit: 3 hours. (3 hours theory). *This course will be offered in an online format*. Spring

RSP340 - Diagnostic Assessment of Cardiopulmonary Diseases
Students will develop knowledge regarding collection and interpretation of laboratory tests, radiologic imaging, and cardiopulmonary diagnostic and therapeutic procedures. Co-requisites: RSP310. Credit: 3 hours. (3 hours theory). *This course will be offered in an online format.* Fall

RSP345 - Clinical I
Students will gain experience in patient assessment and the operation of essential respiratory equipment. Emphasis is placed on safe equipment operation, effective communication, adherence to respiratory care standards, and development of professional behaviors. This course bridges laboratory instruction with real-world clinical application and prepares students to progress to more complex respiratory care responsibilities. Prerequisites: RSP 310, RSP 315. Credit: 3 hours (3 hours clinical). Spring

RSP350 - Topics in Mechanical Ventilation
This course focuses on the principles and practices of mechanical ventilation. Students will examine ventilator management, including indications, modes, settings, and troubleshooting. Emphasis is placed on patient assessment, waveform analysis, and evidence-based strategies for various respiratory conditions. The course also addresses advanced topics such as non-invasive ventilation, weaning protocols, and managing ventilation complications. Through lectures, case studies, and hands on labs, students will develop the knowledge and skills necessary to provide safe and effective ventilator support in diverse healthcare settings. Prerequisites: RSP 110, 210. Credit: 3 hours. (2 hours theory 1 hour lab) Spring

RSP355 - Acute and Critical Care II
Students will gain increased competence and independence in preparation for upcoming internship experiences through clinical practice in adult, pediatric, and neonatal critical care settings. They will refine respiratory care skills, clinical decision-making, and professional communication while working with patients and interdisciplinary teams. Emphasis is placed on airway management, ventilatory support, evaluation of physiologic data, and the development of care plans based on comprehensive patient assessment. Experiences in both the lab and hospital settings support continued skill development and readiness for complex patient care responsibilities. Prerequisites: RSP 265. Credit: 4 hours (1 hour lab, 3 hours clinical). Summer

RSP360 - Topics in Neonatal Respiratory Care
Through problem-based learning, students will explore neonatal respiratory disorders, pathophysiology, diagnosis, and respiratory care management. Students will be introduced to common respiratory therapy modalities used to treat neonates in stable, acute and critical care environments. Co-requisite: RSP 370. Credit: 2 hours. (2 hours theory). Spring

RSP370 Topics in Pediatric Respiratory Care
Through problem-based learning, students will explore pediatric respiratory disorders, pathophysiology, diagnosis, and respiratory care management. Students will also be introduced to common respiratory therapy modalities used to treat pediatric patients in stable, acute, and critical care environments. Co-requisite: RSP 360. Credit: 2 hours. (2 hours theory). Spring

RSP375 - Critical Care Lab
In a laboratory setting, students will build upon foundational respiratory care skills through the introduction of procedures commonly used in critical care, neonatal, and pediatric settings. Through simulated patient scenarios and competency-based assessments, students will refine their clinical decision-making, reinforce safety standards, and prepare for the demands of specialized clinical environments. This course is designed to complement didactic instruction and prepare students for clinical practice in the field of respiratory care. Pre-requisite: RSP 315 Co-requisites: RSP 360, 370, and 390. Credit: 2 hours (lab). Spring

RSP380 - Cardiopulmonary Disease Management
This course provides an in-depth exploration of the pathophysiology, clinical presentation, and evidence-based management of acute and chronic cardiopulmonary diseases utilizing strategies aimed at improving patient outcomes and quality of life. Pre-requisites: RSP 320, RSP 330. Credit: 3 hours. (3 hours theory). *This course will be offered in an online format.* Spring

RSP 390 - Mechanical Ventilation
This course focuses on the principles and practices of mechanical ventilation. Students will examine ventilator management, including indications, modes, settings, and troubleshooting. Emphasis is placed on patient assessment, waveform analysis, and evidence-based strategies for various respiratory conditions. The course also addresses advanced topics such as non-invasive ventilation, weaning protocols, and managing ventilation complications. Through lectures and case studies, students will develop the knowledge and skills necessary to provide safe and effective ventilator support in diverse healthcare settings. Pre-requisites: RSP 310, 340. Credit: 2 hours. (2 hours theory). Spring

RSP400 - Current Topics in Respiratory Disease I
Through problem based learning, students will discuss current issues related to respiratory disease, including pathophysiology, management and outcomes. Students will learn the importance of evidence based practice (EBP) and develop fundamental information literacy research skills. Students will be utilizing the Problem, Intervention, Comparison, Outcome (PICO) model for clinical inquiry. Prerequisites: RSP240, RSP260. Credit: 3 hours. (3 hours theory). *This course will be offered in an online format.* Spring

RSP401 - Clinical Seminar
Students will prepare for the National Board for Respiratory Care (NBRC) credentialing examination. Emphasis will be placed on test-taking strategies, content review, clinical application, and critical thinking. Students will complete practice exams, engage in case-based simulations, and assess readiness through feedback. Credit: 3 hours. (3 hours theory). Summer

RSP410 - Current Topics in Respiratory Disease II
This course focuses on the student as a critical user of medical literature. Focus is on the ability to frame a clinical question, search the medical literature, weigh evidence on study design and quality of research, interpretation of basic statistics used in clinical research, and interpretation of clinical summaries in the form of meta-analysis, systematic review, and clinical practice guidelines. Prerequisites: RSP400. Credit: 3 hours. (3 hours theory). *This course will be offered in an online format.* Summer

RSP420 - Post Acute Care
Students will examine the role of the respiratory therapist in managing patients in post-acute care environments. Students will focus on strategies for supporting chronic respiratory conditions, coordinating care, making clinical decisions, and adapting respiratory care practices to meet the needs of diverse patient populations and healthcare delivery models. Pre-requisites: RSP 240 and RSP 350. Credit: 3 hours. Prerequisites: RSP300. Credit: 3 hours. (3 hours theory). *This course will be offered in an online format.* Fall.

RSP 425 - Clinical II
Students will apply basic and critical care skills in a supervised clinical setting, reinforcing competencies introduced in the lab. They will refine respiratory care skills, clinical decision-making, and professional communication while working with patients and interdisciplinary teams. This rotation builds on foundational clinical experience and prepares students for higher-level responsibilities in acute and intensive care settings. Prerequisites: RSP 345. Credit: 10 hours (10 hours clinical). Summer.

RSP 430 - Post-Acute Management
Students will explore respiratory care management of patients in post-acute care settings. Emphasis will be on clinical decision-making, coordination of care, support for chronic conditions, and adapting practice to diverse care settings. Pre-requisites: RSP 380 and RSP 390. Credit: 2 hours. (2 hours theory). Fall.

RSP 435 - Clinical III
Students will perform respiratory care procedures with increased independence and competence in acute and intensive care settings. They will also gain exposure to specialty clinical practice settings. Pre-requisite: RSP 425. Co-requisite: RSP 430. Credit: 12 hours (12 hours clinical). Fall

RSP 450 - Clinical Seminar
Students will prepare for the National Board for Respiratory Care (NBRC) credentialing examination. Emphasis will be placed on test-taking strategies, content review, clinical application, and critical thinking. Students will complete practice exams, engage in case-based simulations, and assess readiness through feedback. Credit: 2 hours. (2 hours theory). Spring

RSP 455 - Clinical Practicum
Students will complete a supervised practicum in a clinical area and facility aligned with their professional interests and career goals. Under the guidance of a licensed respiratory therapist, students will assume increased responsibility for patient care, functioning at the level of an entry-level respiratory therapist. Emphasis is placed on independent clinical practice, critical thinking, and professionalism. This practicum serves as a transition from student to professional, preparing graduates for successful entry into the workforce. Pre-requisite: RSP 435. Credit: 12 hours (12 hours clinical). Spring

RSP465 - Acute and Critical Care III
Students will gain supervised clinical experience focused on the care of patients with diverse and complex cardiopulmonary conditions in a variety of healthcare settings. Students will apply respiratory care skills and clinical decision-making in specialized environments that expand their understanding of the profession beyond traditional acute care. Clinical experiences may include exposure to areas such as pulmonary function testing, sleep diagnostics, cardiopulmonary rehabilitation, home health care, long-term care, pulmonary navigation, pulmonary clinic, and operating room. This course emphasizes adaptability, interprofessional collaboration, and exploration of alternate roles and settings in respiratory therapy practice. Prerequisites: RSP 355. Credit: 3 hours (clinical). Fall

RSP475 - Internship I
This course is designed as a practicum to provide the student with the opportunity to apply acquired clinical skills in the healthcare setting. The student will formulate care plans for common respiratory disorders under the direction of a preceptor and faculty member to showcase the student's clinical aptitude. Upon completion of this course, the student will have the ability to frame a clinical problem into a written plan of care. Prerequisites: RSP465. Credit: 4 hours. (4 hours clinical). Spring

RSP485 - Internship II
This course is designed as a practicum to provide the student with the opportunity to apply acquired clinical skills in the healthcare setting. The student will formulate care plans for common respiratory disorders under the direction of a preceptor and faculty member to showcase the student's clinical aptitude. Upon completion of this course, the student will have the ability to frame a clinical problem into a written plan of care. Prerequisites: RSP475. Credit: 4 hours. (4 hours clinical). Summer

SOCIOLOGY (SOC)

SOC 101 - Introduction to Sociology
This course gives the student a broad overview of the science of sociology. Students will learn the major theoretical components that form sociology. Upon completion of this class students know the main theories of sociology and be able to relate sociological concepts to real world experiences. Credit: 3 hours. *This course could be offered in-person, hybrid and/or online format.* Fall – Spring.

SOC203 - Marriage and Family
This course examines the social institutions of marriage and family. Topics will include aspects of the family from mate selection, marriage, parenthood, family conflict and change, diverse lifestyles, divorce and remarriage. Prerequisite: SOC101. Credit 3 hours. *This course could be offered in-person, hybrid, and/or online format.* Fall, Spring.

SOC313 – Social Perspective on Culture and Identity
This course examines comparisons of varied roles, interests, opportunities, contributions, and experiences in social life. Topics include race, ethnicity, gender, sexual orientation, class, and religion. Upon completion, students will be able to analyze how cultural and ethnic differences evolve and how they influence personality development, values, and tolerance. Credit: 3 hours. *This course could be offered in a hybrid and/or online format.* Fall. Spring.

SOC320 - Sociology of Health and Illness
This course will investigate health practices from a cross-cultural perspective and explain how and why particular social arrangements affect the types and distribution of diseases. This course explores social factors including, but not limited to, class, gender, race, and age and the impact of sociological factors on susceptibility to disease, attitude about illness, and access to health care. Health care access and organization will also be addressed. Credit: 3 hours. *This course may be offered in a hybrid and/or online format.* Fall, Spring.

SPANISH (SPA)

SPA201 - Introduction to Hispanic Culture and Language
This course is an introduction to the Hispanic/Latino culture and basic Spanish language skills. This course will enhance students' cultural competence and communication skills for interacting with Hispanic populations. The course explores cultural aspects (family structure, food, music, folklore, history and traditions) as well as health care customs and disparities within the Hispanic communities in the U.S. The course presents basic Spanish skills for written and oral communications. Credit: 3 hours. *This course is offered in a hybrid and/or online format.* Fall, Spring.

SUCCESS (CCS)

CCS105 – Cabarrus College Success

This foundational course prioritizes the development of a growth mindset to enhance personal, academic, and professional goal setting necessary for a successful transition into the demanding healthcare education environment. Students will engage in exercises to develop communication skills, professional behaviors suited for both academic and clinical settings. The course will also emphasize the implementation of campus resources and wellness strategies to support ongoing personal and academic achievements. Credit: 1 hour. Fall, Spring.

SURGICAL TECHNOLOGY (SRG)

SRG111 - Introduction to Surgery

This course introduces students to fundamental operating room principles, techniques, and skills. Students are oriented to the surgical environment, professional roles, moral/legal/ethical responsibilities, and medical communications used in surgical technology. Topics discussed include historical development, surgical asepsis, sterilization and disinfection, perioperative case management, and microbiology as relative to wound healing and infection and surgical pathology. Basic principles of electricity and physics are included to help familiarize the students in robotics and laser use. Corequisites: BIO100, SRG115. Credit: 4 hours. *This course is offered in a hybrid and/or online format.* Fall.

SRG115 - Fundamental Perioperative Techniques

This course introduces students to the operating room environment. Fundamental perioperative techniques and skills will be discussed. Students are oriented to the surgical environment, professional job roles, and sterile technique. Students will develop basic knowledge of instrumentation, equipment, and supplies used in surgical technology. The clinical application of surgical asepsis and perioperative case management is developed through guided observation and interaction. The student will gain the knowledge of preparation of the surgical field and perioperative techniques. Corequisites: SRG111. Credit: 7 hours. Fall.

SRG121 - Surgical Procedures I

This course provides theoretical principles for the successful preparation, performance, and completion of basic and intermediate surgical procedures. Emphasis is placed on related surgical anatomy, pathology, and procedures that enhance theoretical knowledge of perioperative patient care. Core and specialty surgical procedures related to general, OB/GYN, genitourinary, orthopedic, and ophthalmic surgical specialties are discussed. Also included are specialized surgical specialties related to ophthalmology, ororhonolaryngology, and mazillofacial procedures. Prerequisites: SRG111, SRG115. Corequisites: SRG125. Credit: 4 hours. *This course is offered in a hybrid and/or online format.* Spring.

SRG125 - Surgical Clinical I

This course provides an in-depth study of clinical practices as they pertain to successful preparation, performance, and completion of core and specialty surgical procedures. Emphasis is placed on the safe use of instruments, equipment, and supplies in basic surgical preparation. This course provides operating room experience in affiliating medical centers under the supervision of the instructor and operating room nurse educator. Prerequisites: SRG111, SRG115. Corequisites: SRG 121. Credit: 6 hours. Spring.

SRG131 - Surgical Procedures II
This course instructs the student in the principles and theoretical knowledge required to prepare and assist in procedures for otorhinolaryngology, oral, plastics and reconstructive surgery, neurological and cardiac/thoracic specialties. Areas such as burns and pathology as they apply to surgery are covered as well as the care of the surgical patient preoperatively, intraoperatively, and postoperatively. Prerequisites: SRG121, SRG125. Corequisites: SRG135. Credit: 3 hours. *This course is offered in a hybrid and/or online format.* Summer.

SRG135- Surgical Clinical II
This course provides operating room experience to enhance the student's understanding of the principles and skills required to participate in surgical procedures. Focus is directed on independent role assumption and the ability to function as a member of the sterile surgical team during advanced surgical interventions. Prerequisites: SRG121, SRG125. Corequisite: SRG131. Credit: 3 hours. Summer.

SRG215 - Advanced Surgical Practice
This course provides the opportunity to continue mastering the continuity of care in the perioperative setting. Emphasis is placed on maintaining and enhancing acquired clinical skills in the perioperative process. The student will have opportunities to apply a mastery of surgical techniques in the role of the entry-level surgical technologist. Prerequisites: SRG131, SRG135. Credit: 3 hours. Fall.

SRG221 - Surgical Capstone
This course is designed to provide the entry level surgical technologist an opportunity to apply the surgical technology competencies acquired in the core courses to a surgical technology capstone in a specialty area of surgical practice. This project will represent a compilation of the student's experience in the clinical setting, performing the duties of a scrubbed technologist and healthcare leader. Students will create an advanced surgical product exploring the interaction of all healthcare professionals involved in optimal patient outcomes through evidence-based practice. Prerequisite: SRG215. Credit: 2 hours. *This course is offered in an online format.* Spring.

SRG225 Surgical Practicum
This course is designed to provide individualized experience in the advanced surgical role including a focus on leadership practice. Emphasis is placed on developing and demonstrating proficiency in skills necessary for advanced practice in complex surgical specialties and leadership with a focus on evidence-based practice. Upon completion, students should be able to assume leadership roles in a chosen surgical specialty area. Prerequisites: SRG 215. Credits: 4. Spring.

SRG231 Professional Preparation
This course provides employability skills and an overview of theoretical knowledge in preparation for certification. Emphasis is placed on certification strategies, professionalism, résumé preparation, and interviewing techniques. Upon completion, students should be able to prepare a résumé, demonstrate appropriate interview techniques, and identify strengths and weaknesses in preparation for certification. Prerequisites: Completion of all Surgical Technology associate degree courses. Credits: 1. *This course is offered in an online format.* Spring.

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