



**Carolinas
College**
of Health Sciences

**2025 - 2026
Catalog &
Student Handbook**

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2025 – 2026 Academic Calendar

Fall Term

New Student College Orientation*	August 25
New Student College Orientation*	August 26
Holiday – College & Campus Closed	September 1
Full Fall Classes & Fall I Classes Begin	September 8
Registration Add/Drop Ends	September 12
Fall I Midterm	September 29
Last Day to Withdraw – Fall I with a grade of W	October 13
Fall I Classes Ends	October 21
Full Fall Final Exams	October 22 – 24
Fall Break – No Classes	October 27 – 31
Fall II Classes Begin	November 3
Last Day to Withdraw – Full Fall with a grade of W	November 24
Fall II Midterm	November 25
Holiday – College Closed	November 27
Holiday – College & Campus Closed	November 27 - 28
Last Day to Withdraw – Fall II with a grade of W	December 8
Full Fall Classes End	December 12
Full Fall Final Exams	December 15 - 18
Fall II Classes End	December 16
Fall II Final Exams	December 17 - 18
Fall Commitment to Caring & Awards Ceremony**	December 18
Holiday – College Closed	December 25
Holiday – Campus Closed	December 22 - 26

Spring Term

Holiday – Campus & College Closed	January 1
New Student College Orientation*	January 5
New Student College Orientation*	January 6
Full Spring Classes & Spring I Classes Begin	January 12
Registration Add/Drop Ends	January 16
Holiday – No Classes	January 19
Spring I Midterm	February 2
Last Day to Withdraw – Spring I with grade of W	February 16
Spring I Classes Ends	February 24
Spring I Final Exams/Full Spring Midterm Exams	February 25 – 27
Spring Break – No Classes	March 2 – 6
Spring II Classes Begin	March 9
Last Day to Withdraw – Full Spring with grade of W	March 30
Spring II Midterm	March 31
Holiday – College & Campus Closed	April 3
Last Day to Withdraw – Spring II with grade of W	April 13
Full Spring Classes End	April 17
Full Spring Final Exams	April 20 – 22

Spring II Classes End	April 21
Spring II Final Exams	April 22 – 23
Spring Commitment to Caring & Awards Ceremony**	April 23
College Commencement**	May 4
Summer Term	
New Student College Orientation*	May 5
New Student College Orientation*	May 6
Full Summer & Seven-Week Classes Begin	May 11
Registration Add/Drop Ends	May 15
Holiday – Campus & College Closed	May 25
Summer I Midterm	June 1
Last Day to Withdraw – Summer I Classes with grade of W	June 15
Summer I Classes End	June 23
Summer I Final Exams/Full Summer Mid-Term Exams	June 24 – 26
Holiday Campus & College Closed	July 3
Summer II Classes Begin	July 6
Last Day to Withdraw – Full Summer with grade of W	July 27
Summer II Midterm	July 28
Last Day to Withdraw – Summer II Classes with grade of W	August 10
Summer II & Full Summer Classes End	August 18
Summer II & Full Summer Final Exams	August 19 – 20
Grades Due	August 21
Commitment to Caring & Awards Ceremony**	August 21

*Date of Orientation is based on program of study.

**Date of event subject to change.

Accreditations & Approvals

Carolinas College of Health Sciences is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate and baccalaureate degrees. Carolinas College also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Carolinas 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).

Normal inquiries about the college such as admission requirements, financial aid, academic programs, etc., should be addressed directly to Carolinas College of Health Sciences.

The college is also approved by the North Carolina State Approving Agency for Veterans Benefits.

Carolinas College also holds programmatic accreditation and/or approvals from the following:

The Histotechnology, Medical Laboratory Science, and Phlebotomy programs are accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS).

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

Naaccls.org

The Neurodiagnostic Technology program is formally recognized by the American Board of Registration of Electroencephalographic and Evoked Potential Technologists (ABRET) and will pursue accreditation through the Commission of the Accreditation of Allied Health Education.

ABRET Executive Office 111 E. University Dr. #105-355 Denton, TX 76209
Phone/Fax: (217) 726-7980

Abret.org

The Associate Degree Nursing (ADN) Nursing program is approved by the North Carolina Board of Nursing and accredited by the Accreditation Commission for Education in Nursing (ACEN).

3390 Peachtree Rd. NE, Suite 1400, Atlanta, GA 30326
404-975-5000

Acenursing.org

The Baccalaureate Degree program in Nursing at Carolinas College of Health Sciences is accredited by the Commission on Collegiate Nursing Education

(<https://www.ccneaaccreditation.org>)

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

20 N. Wacker Dr., Suite 2850, Chicago, IL 60606

312-704-5300

JRCERT.org

State Reciprocity Agreements

The SACSCOC approved Carolinas College to offer distance education programs in 2014. Higher education institutions must be authorized to offer distance education programs and/or courses in states other than their own. Admission to a program or course is dependent on Carolinas College's ability to secure authorization from the applicant's state of residence.

On April 11, 2017, the National Council for State Authorization Reciprocity Agreements (NC-SARA), approved institutional participation for Carolinas College. To learn more about NC-SARA, please visit their website at nc-sara.org/.

Students who wish to file a complaint pertaining to college policies, procedures or conditions of non-compliance with state, federal or accreditation requirements may contact the appropriate agency. For more details, refer to the student complaints and appeals process outlined in the Student Expectations section of this catalog or the Complaints and Appeals policy.

For the most up-to-date NC-SARA information, please review the college website.

Right to Revise

Carolinas College of Health Sciences reserves the right to alter the content of this catalog at any time. Alterations will be presented in the form of an addendum, when applicable. To ensure that you are accessing the most up-to-date information, please view the catalog and any addendums through the college website.

About the College

Carolinas College admits qualified applicants without regard to race, color, age, religion, gender, sexual orientation, gender identity, national origin, veteran status, disability, genetic information, or any other basis prohibited by law. Concerns or inquiries regarding the application of Title IX regulations may be directed to Ta’Kia Howze, Director of Student Records and Information Management, and Title IX coordinator at 704-468-2129. The college does not discriminate in the administration of educational policies, admission policies, financial aid policies and other college administered programs.

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

Vision

Carolinas College of Health Sciences will be recognized as the first and best choice for health care education.

Mission

The mission of Carolinas College of Health Sciences is to transform lives by education, engaging, and empowering professionals for an evolving health care environment.

Core Values



Student Achievement

The college maintains specific objectives and measures for each of the above commitments as well as for each program and division of the college. These outcome measures comprise our institutional effectiveness plan, available on the college website in the “About Us” section under “Institutional Information.” For more information about our graduation rates, the median debt of students who complete our programs and other important information, please visit the [Institutional Information](#) section of our website.

History of the College

Early Years

The roots of Carolinas College of Health Sciences date back to the early 1940s when Charlotte Memorial Hospital, now Atrium Health’s Carolinas Medical Center, provided hospital-based nursing and allied health training. Anchoring the college’s history was the Charlotte Memorial Hospital School of Nursing and the Charlotte Memorial Hospital School of Medical Technology, which has been in continuous existence since 1942.

During these early years, the Charlotte-Mecklenburg Hospital Authority (CMHA) responded to the growing healthcare industry and the need for a highly skilled workforce by opening the School of Radiologic Technology in 1955 followed by the School of Surgical Technology.

Responding to the emergence of community colleges and the increasing number of nursing programs, the Charlotte Memorial Hospital School of Nursing closed in 1967. However, 20 years later, realizing the need for registered nurses would exceed the number being educated in the community, the Charlotte-Mecklenburg Hospital Authority (CMHA), now Atrium Health, re-established the School of Nursing in the late 1980s.

Foundation for a New College

The application to establish a new nursing program was submitted to the North Carolina Board of Nursing in 1990. Initial approval status was granted in May of 1990 and the first students were admitted in the fall of the same year. The college was originally located on Morehead Street on the Carolinas Medical Center campus. Full approval status was granted, and the first class graduated in 1992. In December of 1993, the Charlotte-Mecklenburg Hospital Authority (CMHA) Board of Commissioners passed a resolution to incorporate the CMHA School of Nursing and to appoint a separate board of directors. Degree-granting authority was provided by the Hospital Authority Act [NC General Statute 113E-23 (a) (31)] and was delegated to the college by the CMHA Board of Commissioners. In May of 1994, the college moved into the newly renovated Rankin Education Center on Blythe Boulevard on the campus of Carolinas Medical Center. Seeking to become more than a school of nursing, the foundation for a new college was

set when, in 1995, the CMHA School of Nursing received initial accreditation by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to offer associate degrees. This regional accreditation was reaffirmed in 2020 and will be reviewed again in 2030. In 1995, there were 146 students enrolled at the CMHA School of Nursing.

Expanding the College

In July of 1996, the CMHA School of Nursing Board of Directors changed the name of the school to Carolinas College of Health Sciences and approved plans to incorporate other healthcare programs. The existing hospital-based programs in Radiologic Technology and Surgical Technology joined the college in August of 1996 and the Medical Technology program joined in January of 1997. In 1999, the college began offering Nurse Aide I and Phlebotomy training; Nurse Aide II was offered for the first time in 2006. These three programs formed the original core of the continuing education department, opened in 2007. In 2007, there were 511 students enrolled at Carolinas College.

To increase access to nursing education, Carolinas College expanded the role of general education and created the General Studies Pre-Nursing program in 2002. Originally a certificate program designed to provide a pathway into nursing, in 2011, the college developed a degree program in General Studies with a pre-nursing pathway. A Pre-Radiologic Technology pathway was added in August of 2014.

In a partnership with Carolinas Medical Center's Pre-Hospital Medicine department, the Emergency Medical Sciences program was started in 2003 offering paramedic education. This program was discontinued in 2008. In that same year, the board of directors approved the expansion of radiologic sciences by creating a program in Radiation Therapy. The first radiation therapy students were admitted in August 2009.

In 2011, the Medical Technology program became the Medical Laboratory Science program. Also, in 2011, the College added Anesthesia Technology and a degree program in Surgical Technology. In 2013, the first Histotechnology students were accepted and in 2014, the college received approval to offer fully online distance education programs. In 2011, there were 424 students enrolled at Carolinas College.

In 2015, as space on the college campus became more challenging, the Histotechnology program moved into vacant space on the campus of Atrium Health-Mercy.

In 2017, Carolinas College received approval from SACSCOC to confer Baccalaureate degrees. Approval was also received to offer the first Baccalaureate degree program, the Bachelor of Science in Nursing designed for licensed nurses (RN-to-BSN), which was the college's first fully online degree program. The program first enrolled students in August of 2018 and the first cohort of students graduated in May of 2020.

Looking to place more emphasis on programs and services focused on the future workforce needs of Atrium Health and the greater healthcare community, the college closed the Surgical Technology program and graduated the last class of surgical technologists in May of 2018. In 2018, the college also closed the continuing education department, including the Nurse Aide I and II programs, and transitioned the Phlebotomy program to Clinical Laboratory Sciences. The remaining continuing education programs were transferred to the Charlotte Area Health Education Center (AHEC).

In 2019, there were over 600 students enrolled at Carolinas College. It was also a year for much change; the college moved all programs into one building at the end of 2019. Carolinas College also created a Neurodiagnostic Technology (NDT) program, a Bachelor of Science in Medical Imaging (BSMI), a Bachelor of Science in Health Sciences (BSHS), and a Healthcare Simulation (SIM) program. In 2020, the first NDT students were enrolled, and the Nurse Aide program returned to the college. In 2021, the first BSMI, BSHS, and SIM students were enrolled.

Looking to the future, Carolinas College is positioned to grow strategically with the needs of Atrium Health, particularly in the areas of clinical laboratory sciences, health sciences, nursing and diagnostic and imaging sciences.

Accolades

Carolinas College continues to prepare graduates to exceed state and national certification testing benchmarks and to excel at graduating students into health care roles.

2010	Washington Monthly - 3 rd Best Two-Year College in the Nation (1 st Ever National Ranking)
2011	StateUniversity.com - Best Two-Year College in the Nation
2012	StateUniversity.com - Best Two-Year College in the Nation
2015	WalletHub.com 95 th Percentile Among All Community Colleges for Quality and Value
2017	Forbes - Top 30 Trade Colleges in the Country Nursing Schools Almanac - Associates Degree in Nursing Program 9 th in the Nation Victoria Media - Designated a STEM Jobs Approved College
2018	Forbes - Top 30 Trade Colleges in the Country Zippia.com - Best Junior College in North Carolina for Job Placement and Highest Earning Graduates
2019	RNCareers.org - Associate Degree Nursing Program 14 th Best in North Carolina
2020	NursingDegreeSearch.com - Best Associate Degree Nursing Program in North Carolina NursingDegreeSearch.com - 7 th Best Associate Degree in Nursing Program in the Southeast Universities.com - Radiologic Technology Program 9 th Best in North Carolina RNCareers.org - Associate Degree in Nursing Program 13 th Best in North Carolina RegisteredNurse.org - Associate Degree in Nursing Program 14 th Best in North Carolina
2021	RNCareers.org - Associate Degree Nursing Program 6 th Best in North Carolina College Factual - 8 th Best College for Nursing
2022	College Factual - Best Associate Degree Nursing Program in North Carolina CourseAdvisor.com - 3 rd Best Clinical Laboratory Science Program in North Carolina College Factual - Baccalaureate Degree Nursing Program 10 th Best in North Carolina

Admission to the College

Carolinas College of Health Sciences seeks applicants who are able to complete an educational program offered by the college. Certain programs have limited seat capacity, which results in a very competitive application process. The admissions office employs a holistic application review process. The college considers all applicants without regard to race, color, age, religion, gender, sexual orientation, gender identity, national origin, veteran status, disability, genetic information, or any other basis prohibited by law.

General Admission Requirements

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

- Owing money to Carolinas College
- Prior dismissals from Carolinas College

The following may preclude students from being eligible for clinical access needed to complete certain programs:

- Having been charged with or convicted of certain misdemeanors or felonies.
- Failure to pass Urine Drug Screen (UDS).

Selection Criteria

Applicants are reviewed upon completion of the full application checklist. Generally, candidates for admission are selected based on strength of academic history (GPA), test scores, interest in health care, motivation, volunteer or community service, and leadership experiences. Additionally, some programs utilize references and interviews in the selection process. The admissions office notifies applicants, using the applicant portal, of the admission decision. This may include admission, placement on the alternate list, or denial. All offers of admission are contingent upon successful completion of all admission and pre-enrollment requirements. Students placed on the alternate list are notified as space becomes available.

Measuring Academic Success

The college uses the weighted high school GPA as the cumulative GPA, when evaluating applicants who have less than 24 college credit hours. In addition, home-schooled or GED applicants, who have less than 24 college credit hours, may be required to submit additional materials such as standardized test results or additional course work to be considered for admission. If the applicant has earned at least 24 college credit hours, the college GPA will be the cumulative GPA. The college

cumulative is derived by looking at all courses where college credit was obtained, and dividing the Total Quality Points by Total Credits Attempted.

International Students

Due to limited resources to support international students and a focus on providing health care professionals for the greater Charlotte area, the college does not authorize requests for temporary or student visas. Proof of legal residency is required.

International students who are accessing online courses/programs from outside the United States with the intent to remain in their home country are not required to obtain proof of legal residency. Certain restrictions and financial implications may apply. Applicants for whom English is a second language must submit a Test of English as a Foreign Language (TOEFL), 83 or above (IBT: internet-based). Test scores must be submitted by the applicant's deadline. 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.

Admission Information by Program

Admission to the following programs is competitive and offered based on available seats. To be considered for admission, applicants must submit an online college application form, pay the application fee, and all necessary items required by the specified deadline published on the college website. Some programs have ongoing application review. These programs will be noted on the college's website under Admissions – Deadlines.

Clinical Laboratory Sciences

Histotechnology and Medical Laboratory Sciences

The general admission criteria for the Certificate in Histotechnology or the Certificate in Medical Laboratory Science program include:

- Official transcripts from all post-secondary institutions attended demonstrating an earned (by program start date) baccalaureate degree preferably in biology, chemistry, or related science field.
- Applicants who are attending an institution with an affiliation agreement, using a fourth year to earn a certificate in Histotechnology or Medical Laboratory Science, must submit official undergraduate transcript(s) during their third year or immediately prior to application.
- Cumulative GPA of 2.5 or above.
- Official college transcripts must demonstrate completion of the required prerequisite courses (see program specifics below) with a grade of “C” or above.

- Two Carolinas College reference forms from college instructors, college advisors or employers. References must be from individuals who reside in the United States.
- Interview with college faculty (scheduled with most competitive applicants after submitting application, transcripts, and references).

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

Additional Histotechnology admission criteria include:

- A minimum of 30 semester credit hours of biology and chemistry (must include credits in both by date of application)
- A minimum of 3 semester credit hours of college algebra or higher-level math are required by date of application.
- Prerequisite/Required courses of microbiology, anatomy/physiology and organic chemistry (or biochemistry*) must be completed by the program start date.

Additional Medical Laboratory Science admission criteria include:

- A minimum of 16 semester credit hours in biology, by date of application.
- Required courses include microbiology, microbiology lab and immunology.
- Genetics, molecular biology, and anatomy/physiology are highly recommended.
- Minimum of 16 semester credit hours in chemistry by date of application.
- Required courses include organic chemistry or biochemistry.
- A minimum of 3 semester credit hours in statistics to be completed by the program start date.
- Physics is recommended.

Final Enrollment Requirements – Histotechnology and Medical Laboratory Science

- Returned signed admission confirmation form
- Non-refundable \$200 deposit, paid within 5 business days of offer acceptance.
- Admission offers must be accepted or declined within 5 business days of posting.
- Complete the online criminal background authorization form.
- Emails for the online background check will be sent starting 45 days prior to the program start date.
- Complete a health assessment and baseline drug screen as required by Atrium Health. The health assessment includes submission of immunization records

indicating current and complete compliance with NC Administrative Code (10A NCAC 41A.0401) as amended in 1994.

- Submit official transcripts for final grades in any 'in progress' coursework noted on the application and/or graduation from programs in progress at the time of the application.
- Receipt of verification of eligibility for clinical placement.
- Verify compliance with all essential functions of the program.

Essential Functions- Histotechnology and Medical Laboratory Science

- Physical abilities sufficient to move from room to room, maneuver in small places, reach and bend and sit and stand for prolonged periods performing moderately taxing continuous physical work, ability to stoop, reach and lift 50-pound loads.
- Gross and fine motor abilities sufficient to manipulate, maneuver, adjust and control small objects with coordination, such as tissues, forceps, glass slips, and coverslips (Histotechnology); phlebotomy equipment to collect blood specimens from patients (Medical Laboratory Science); and effectively and efficiently operate laboratory equipment, control, and adjust laboratory instruments, manipulate a computer keyboard and calculate, record and transmit laboratory information.
- Visual abilities sufficient to distinguish color, consistency, depth and density of biological specimens and reagents, employ a clinical grade microscope to discriminate fine differences in structure and color in microscopic specimens and read calibration lines on pipettes, laboratory instruments, graphs displayed in print and on a video monitor.
- Critical thinking abilities sufficient to demonstrate rational judgment, organize tasks and responsibilities, make logical decisions, and analyze data and reports. Recognize and safely work with hazardous materials, infectious biological specimens, and equipment.
- Communication abilities sufficient to communicate effectively and efficiently in English, read and comprehend technical and professional materials, accurately follow oral and written instructions in performing laboratory tests, communicate with faculty, students, staff, physicians, and other healthcare professionals in oral and written formats, independently prepare research papers and present reports and take paper, computer, and laboratory practical examinations.

Admission to Non-Credit Laboratory Science Course

The Clinical Laboratory Science department also offers non-credit courses that lead to eligibility for certification in Phlebotomy and Blood Bank Technology. Enrollment in

these courses is on a space-available basis and requires an online college application, payment of tuition and other information listed below.

Phlebotomy

The general admission criteria for the Phlebotomy (Non-Credit) program includes:

- Minimum cumulative GPA of 2.0 required.

Final Enrollment Requirements – Phlebotomy

- Non-refundable \$150 deposit, paid within 5 business days of offer acceptance.
 - Admission offers must be accepted or declined within 5 business days of posting.
- Payment of full course fee (non-refundable) due prior to program start date.
- Complete a health assessment and baseline drug screen as required by Atrium Health.
 - The health assessment includes submission of immunization records indicating current and complete compliance with NC Administrative Code (10A NCAC 41A.0401) as amended in 1994.
- Complete the online criminal background authorization form.
 - Emails for the online background check will be sent starting 45 days prior to the program start date.
- Receipt of verification of eligibility for clinical placement.
- Verify compliance with all essential functions of the program.

Essential Functions

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

Specialist in Blood Bank Technology/Transfusion Medicine

The general admission criteria for the Specialist in Blood Bank Technology/Transfusion Medicine (Non-Credit) program includes:

- Official college transcripts from a U.S. accredited baccalaureate program.
- Minimum cumulative GPA of 2.5
- Proof of current ASCP certification (MLS, MT or BB).
- Minimum of two years' full-time blood bank-related experience.
- Proof of current employment in a blood center, transfusion service, or blood bank-related field.
- Two Carolinas College reference forms (one from a current supervisor).
- After admission to the program, applicant must:
 - Identify a qualified mentor who has agreed to provide assistance and guidance.
 - Submit "Mentor Agreement Form" along with mentor curriculum vitae.
 - Secure clinical sites (blood center, transfusion service, and reference lab).
 - Submit Clinical Affiliation "Memo of Understanding" for each clinical site.

Final Enrollment Requirements – Specialist in Blood Bank Technology

- Non-refundable \$50 deposit, paid within 5 business days of offer acceptance.
 - Admission offers must be accepted or declined within 5 business days of posting.
- Payment of full course fee (non-refundable) due prior to program start date.
- Verify compliance with all essential functions of the program.

Essential Functions

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

Diagnostic and Imaging Sciences

Medical Dosimetry

The general admission criteria for the Certificate in Medical Dosimetry program includes:

- Official transcripts from all post-secondary institutions attended demonstrating a cumulative GPA of 2.5 or higher and completion of a bachelor's degree or higher.
- Math/Science course minimum GPA of 3.0
- Official transcript indicating enrollment in or completion of a JRCERT-accredited radiation therapy program or proof of current unencumbered ARRT certification in Radiation Therapy.
- Three completed Carolinas College reference forms.
- Interview with college faculty (scheduled with most competitive applicants after review of application and transcripts).

Final Enrollment Requirements – Medical Dosimetry

- Non-refundable \$200 deposit, paid within 5 business days of offer acceptance.
 - Admission offers must be accepted or declined within 5 business days of posting.
- Complete a health assessment and baseline drug screen.
 - The health assessment includes submission of immunization records indicating current and complete compliance with NC Administrative Code (10A NCAC 41A. 0401) as amended in 1994.
- Complete the online criminal background authorization form.
 - Access for the online background check will be sent via email approximately 45 days prior to program start date.
- Receipt of official transcripts documenting final grades for any 'in progress' coursework noted on the application and/or graduation from programs in progress at the time of application.
- Submit verification of current ARRT certification in Radiation Therapy (ARRT database or certificate copy)
- Submit documentation of current Basic Life Support for Healthcare Providers certification from an approved course with an expiration date on or after one year of study.
- Receipt of verification or eligibility for clinical placement.
- Verify compliance with all essential functions of the program.

Essential Functions

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

Radiation Therapy

The general admission criteria for the Certificate in Radiation Therapy program includes:

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

Final Enrollment Requirements – Radiation Therapy

- Non-refundable \$200 deposit, paid within 5 business days of offer acceptance.
 - Admission offers must be accepted or declined within 5 business days of posting.
- Complete and submit ATI Allied Health TEAS exam results. Online proctored exams are sufficient.
- Complete a health assessment and baseline drug screen.
 - The health assessment includes submission of immunization records indicating current and complete compliance with NC Administrative Code (10A NCAC 41A. 0401) as amended in 1994.
- Complete the online criminal background authorization form.
 - Access for the online background check will be sent via email approximately 45 days prior to program start date.
- Submit official transcripts demonstrating completion of required pre-requisite courses with a “C” or better. Grades in AP, IB or honors courses will be considered individually. College-level algebra or equivalent is required for the radiation therapy program.
- Receipt of official transcripts documenting final grades for any ‘in progress’ coursework noted on the application and/or graduation from programs in progress at the time of application.
- Submit verification of current ARRT certification (ARRT database or certificate copy)

- Submit documentation of current Basic Life Support for Healthcare Providers certification from an approved course with an expiration date on or after one year of study.
- Receipt of verification of eligibility for clinical placement.
- Verify compliance with all essential functions of the program.
- Be at least 18 years of age.

Essential Functions

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

- Olfactory senses sufficient to smell or detect smoke, chemicals, and electrical hazards.

Radiologic Technology

The general admission criteria for the Associate of Applied Science in Radiologic Technology program includes:

- Official high school transcript
- Official transcripts from all post-secondary institutions attended with a cumulative GPA of at least a 2.5
- One of the following in Reading/Writing:
 - SAT 480 on Evidence-Based Reading and Writing within the last 5 years.
 - ACT 22 on Reading within the last 5 years
 - College level communications (COM, ENG, or RDG) course at the 100 level or higher with a grade of C or higher.
- One of the following in Math:
 - SAT 530 on Math within the last 5 years.
 - ACT 22 on Math within the last 5 years
 - College level MAT course at the 100 level or higher with a grade of C or higher.

Final Enrollment Requirements – Radiologic Technology

- Non-refundable \$200 deposit, paid within 5 business days of offer acceptance.
 - Admission offers must be accepted or declined within 5 business days of posting.
- Complete a health assessment and baseline drug screen.
 - The health assessment includes submission of immunization records indicating current and complete compliance with NC Administrative Code (10A NCAC 41A. 0401) as amended in 1994.
- Complete the online criminal background authorization form.
 - Emails for the online background check will be sent starting 45 days prior to the program start date.
- Receipt of official transcripts for final grades in any 'in progress' coursework noted on the application and/or graduation from programs in progress at the time of application.
- Submit documentation of current Basic Life Support for Healthcare Providers certification from an approved course with an expiration date on or after one year of study.
- Verify compliance with all essential functions of the program.

- Be at least 18 years of age.

Essential Functions

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

Bachelor of Science in Medical Imaging

The general admission criteria for the Bachelor of Science in Medical Imaging (BSMI) program include:

- Official transcripts from all post-secondary institutions documenting a cumulative GPA of 2.5 or higher.
- Copy of current, unencumbered certification or licensure from one of the following ARRT, ARDMS, NMTCB or equivalent

Final Enrollment Requirements – Bachelor of Science (BSMI)

- Non-refundable \$200 deposit, paid within 5 business days of offer acceptance.
 - Admission offers must be accepted or declined within 5 business days of posting.
- Receipt of official transcripts documenting final grades for any 'in progress' coursework noted on the application.
- Submit verification of current ARRT, ARDMS, NMTCB or equivalent certification
- Prior to enrollment in a clinical completion track (**optional**):
 - Complete a health assessment and baseline drug screen.
 - The health assessment includes submission of immunization records indicating current and complete compliance with NC Administrative Code (10A NCAC 41A.0401) as amended in 1994.
 - Complete the online criminal background authorization form.
 - Access for the online background check will be sent via email approximately 45 days prior to program start date.
- Submit documentation of current Basic Life Support for Healthcare Providers certification from an approved course.
- Verify compliance with all essential functions of the program.
- Receipt of verification of eligibility for clinical placement.

Essential Functions

- Critical thinking ability sufficient for sound judgement; sufficient problem-solving skills to perform duties in a timely manner; ability to organize responsibilities; ability to identify cause-effect relationships and make decisions; ability to manage time and systemize actions to complete tasks; ability to collect, organize and analyze data; ability to recognize potentially hazardous materials, equipment and situations and proceed safely.
- Interpersonal ability sufficient to interact effectively and sensitively with individuals, families and groups from a variety of socioeconomic, cultural, emotional, racial, religious, and intellectual backgrounds; ability to establish rapport with patients, families, and healthcare professionals.

- Communication ability sufficient for interaction with patients, family, faculty, staff, physicians, and other healthcare professionals in verbal and written form; ability to read and comprehend technical and professional materials and to follow oral and written instruction; ability to clearly and concisely convey instructions and assess comprehension and ability to recognize and respond appropriately to non-verbal cues.
- Physical ability sufficient to endure long hours of walking and standing; routinely walk, bend, push, pull, lift, stoop, kneel, squat, balance and maneuver in small places; maneuver heavy equipment; ability to lift 20 pounds over the head; lift, carry, and balance items weighing up to 50 pounds individually or additional weight with assistance; possess a full range of body motion; coordination and muscular control; ability to reach and operate overhead equipment.
- Gross and fine motor skills sufficient to manipulate equipment and to provide safe and effective care; ability to manipulate a computer keyboard.
- Hearing sufficient to adequately perceive and interpret audio signals from equipment and alarms, and to respond to patient questions or comments.
- Visual acuity to work in dim lighting and distinguish colors; ability to view computer monitors for extended periods.
- Tactile ability sufficient for physical assessment, to observe and monitor patient responses, to perform palpation functions, to perform therapeutic interventions, to manipulate and position patients and to interact in clinical, lab and classroom environments.
- Olfactory senses sufficient to smell or detect smoke, chemicals, and electrical hazards.

Admission to Non-Degree Courses

Computed Tomography

- Official transcripts from all post-secondary institutions attended demonstrating a cumulative GPA of 2.5 or higher and completion of an associate degree or higher.
- Official transcript indicating enrollment in or an earned associate degree or equivalent diploma from a JRCERT-accredited radiography or nuclear medicine technology program.

Mammography

- Official transcripts from all post-secondary institutions attended demonstrating a cumulative GPA of 2.5 or higher and completion of an associate degree or higher.

- Official transcript indicating enrollment in or an earned associate degree or equivalent diploma from a JRCERT-accredited radiography or nuclear medicine technology program.

Students taking courses in the non-degree seeking status are limited to a maximum of 12 credit hours while in that status and are not eligible for financial aid.

Final Enrollment Requirements – Computed Tomography and Mammography

- Non-refundable \$100 deposit, paid within 5 business days of offer acceptance.
 - Admission offers must be accepted or declined within 5 business days of posting.
- Complete a health assessment and baseline drug screen.
 - The health assessment includes submission of immunization records indicating current and complete compliance with NC Administrative Code (10A NCAC 41A.0401) as amended in 1994.
- Complete the online criminal background authorization form.
 - Emails for the online background check will be sent starting 45 days prior to the program start date.
- Receipt of verification of eligibility for clinical placement.
- Verify compliance with all essential functions of the program.

Essential Functions

- Critical thinking ability sufficient for sound judgement; sufficient problem-solving skills to perform duties in a timely manner; ability to organize responsibilities; ability to identify cause-effect relationships and make decisions; ability to manage time and systemize actions to complete tasks; ability to collect, organize and analyze data; ability to recognize potentially hazardous materials, equipment and situations and proceed safely.
- Interpersonal ability sufficient to interact effectively and sensitively with individuals, families, and groups from a variety of socioeconomic, cultural, emotional, racial, religious, and intellectual backgrounds; ability to establish rapport with patients, families, and healthcare professionals.
- Communication ability sufficient for interaction with patients, family, faculty, staff, physicians, and other healthcare professionals in verbal and written form; ability to read and comprehend technical and professional materials and to follow oral and written instruction; ability to clearly and concisely convey instructions and assess comprehension and ability to recognize and respond appropriately to non-verbal cues.
- Physical ability sufficient to endure long hours of walking and standing; routinely walk, bend, push, pull, lift, stoop, kneel, squat, balance and maneuver in small places; maneuver heavy equipment; ability to lift 20 pounds over the head; lift,

carry and balance items weighing up to 50 pounds individually or additional weight with assistance; possess a full range of body motion; coordination and muscular control; ability to reach and operate overhead equipment.

- Gross and fine motor skills sufficient to manipulate equipment and to provide safe and effective care; ability to manipulate a computer keyboard.
- Hearing sufficient to adequately perceive and interpret audio signals from equipment and alarms, and to respond to patient questions or comments.
- Visual acuity to work in dim lighting and distinguish colors; ability to view computer monitors for extended periods.
- Tactile ability sufficient for physical assessment, to observe and monitor patient responses, to perform palpation functions, to perform therapeutic interventions, to manipulate and position patients and to interact in clinical, lab and classroom environments.
- Olfactory senses are sufficient to smell or detect smoke, chemicals, and electrical hazards.

Neurodiagnostic Technology

The general admission criteria for the Associate of Applied Science and Certificate in Neurodiagnostic Technology programs include:

- Official high school transcript
- Official transcripts from all post-secondary institutions attended with a cumulative GPA of at least a 2.5
- One of the following in Reading/Writing:
 - SAT 480 on Evidence-Based Reading and Writing within the last 5 years.
 - ACT 22 on Reading within the last 5 years
 - College level communications (COM, ENG, or RDG) course at the 100 level or higher with a grade of C or higher.
- One of the following in Math:
 - SAT 530 on Math within the last 5 years.
 - ACT 22 on Math within the last 5 years
 - College level MAT course at the 100 level or higher with a grade of C or higher.

Final Enrollment Requirements – Neurodiagnostic Technology

- Non-refundable \$200 deposit, paid within 5 business days of offer acceptance.
 - Admission offers must be accepted or declined within 5 business days of posting.
- Complete a health assessment and baseline drug screen.

- The health assessment includes submission of immunization records indicating current and complete compliance with NC Administrative Code (10A NCAC 41A. 0401) as amended in 1994.
- Complete the online criminal background authorization form.
 - Emails for the online background check will be sent starting 45 days prior to the program start date.
- Receipt of official transcripts for final grades in any 'in progress' coursework noted on the application and/or graduation from programs in progress at the time of application.
- Submit documentation of current Basic Life Support for Healthcare Providers certification from an approved course with an expiration date on or after one year of study.
- Verify compliance with all essential functions of the program.
- Be at least 18 years of age.

Essential Functions

- Critical thinking ability sufficient for sound judgement; sufficient problem-solving skills to perform duties in a timely manner; ability to organize responsibilities; ability to identify cause-effect relationships and make decisions; ability to manage time and systemize actions to complete tasks; ability to collect, organize and analyze data; ability to recognize potentially hazardous materials, equipment and situations and proceed safely.
- Interpersonal ability sufficient to interact effectively and sensitively with individuals, families, and groups from a variety of socioeconomic, cultural, emotional, racial, religious, and intellectual backgrounds; ability to establish rapport with patients, families, and healthcare professionals.
- Communication ability sufficient for interaction with patients, family, faculty, staff, physicians, and other health care professionals in verbal and written form; ability to read and comprehend technical and professional materials and to follow oral and written instruction; ability to clearly and concisely convey instructions and assess comprehension and ability to recognize and respond appropriately to non-verbal cues.
- Physical ability sufficient to endure long hours of walking and standing; routinely walk, bend, push, pull, lift, stoop, kneel, squat, balance, and maneuver in small places; maneuver heavy equipment; ability to lift 20 pounds over the head; lift, carry and balance items weighing up to 50 pounds individually or additional weight with assistance; possess a full range of body motion; coordination and muscular control; ability to reach and operate overhead equipment.
- Gross and fine motor skills sufficient to manipulate equipment and to provide safe and effective care; ability to manipulate a computer keyboard.

- Hearing sufficient to adequately perceive and interpret audio signals from equipment and alarms, and to respond to patient questions or comments.
- Visual acuity to work in dim lighting and distinguish colors, ability to view computer monitors for extended periods.
- Tactile ability sufficient for physical assessment, to observe and monitor patient responses, to perform palpation functions, to perform therapeutic interventions, to manipulate and position patients and to interact in clinical, lab and classroom environments.
- Olfactory ability sufficient to smell or detect smoke, chemicals, and electrical hazards.

Health Sciences and General Studies

Health Sciences and General Studies

The general admission criteria for the Associate of Science in General Studies, Associate of Science in Healthcare Simulation, Certificate in Healthcare Simulation or Bachelor of Science in Health Sciences program includes:

- Official transcripts from all institutions attended.
- Healthcare Simulation track requirements include those listed here, along with any additional requirements listed in the Healthcare Simulation certificate section.

Final Enrollment Requirements – General Studies and Bachelor of Science in Health Sciences

- Non-refundable \$200 deposit, paid within 5 business days of offer acceptance.
 - Admission offers must be accepted or declined within 5 business days of posting.
- Submit immunization records to the administrative office indicating current and complete compliance with NC Administrative Code (10A NCAC 41A.0401) as amended in 1994.
- Receipt of official transcripts for final grades in any 'in progress' coursework on the application and/or graduation from programs in progress at time of application.
- Verify compliance with all essential functions of the program.

Admission as a Non-Degree Seeking General Studies Student

There is an opportunity for students to take courses in a non-degree seeking student status. Courses are on a space-available basis only.

To apply, applicants must submit the following:

- Official transcript(s) must demonstrate completion of any prerequisite coursework.

Students taking courses in the non-degree seeking status are limited to a maximum of 12 credit hours while in that status and are not eligible for financial aid.

Final Enrollment Requirements – Non-Degree Seeking General Studies Student

- Non-refundable \$100 deposit, paid within 5 business days of offer acceptance.
 - Admission offers must be accepted or declined within 5 business days of posting.

- Submit immunization records to the admissions office indicating current and complete compliance with NC Administrative Code (10A NCAC 41A.0401) as amended in 1994.
- Receipt of official transcripts for final grades in any 'in progress' coursework noted on the application and/or graduation from programs in progress at time application.
- Verify compliance with all essential functions of the program.

Essential Functions

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

Bachelor of Science

General admission criteria for the Bachelor of Science program includes:

Bachelor of Science criteria:

- Official high school transcript
- Official transcripts from all post-secondary institutions attended with a cumulative GPA of at least a 2.25

Final Enrollment Requirements – Bachelor of Science

- Non-refundable \$200 deposit, paid within 5 business days of offer acceptance.
 - Admission offers must be accepted or declined within 5 business days of posting.
- Submit immunization records to the admissions office indicating current and complete compliance with NC Administrative Code (10A NCAC 41A.0401) as amended in 1994.
- Receipt of official transcripts for final grades in any 'in progress' coursework noted on the application and/or graduation from programs in progress at time application.
- Verify compliance with all essential functions of the program.

Healthcare Simulation

General admission criteria for the Associate of Science in Healthcare Simulation, Certificate in Healthcare Simulation programs includes:

Associate of Science in Healthcare Simulation criteria:

- Official high school transcript
- Official transcripts from all post-secondary institutions attended with a cumulative GPA of at least a 2.0

Final Enrollment Requirements – Associate of Science in Healthcare Simulation

- Non-refundable \$200 deposit, paid within 5 business days of offer acceptance.
 - Admission offers must be accepted or declined within 5 business days of posting.
- Submit immunization records to the admissions office indicating current and complete compliance with NC Administrative Code (10A NCAC 41A.0401) as amended in 1994.
- Receipt of official transcripts for final grades in any 'in progress' coursework noted on the application and/or graduation from programs in progress at time application.
- Verify compliance with all essential functions of the program.

Certificate in Healthcare Simulation criteria:

- Official transcripts from all post-secondary institutions attended demonstrating an earned (by program start date).
- Cumulative GPA of 2.5 or above

Final Enrollment Requirements – Certificate in Healthcare Simulation

- Non-refundable \$200 deposit, paid within 5 business days of offer acceptance.
 - Admission offers must be accepted or declined within 5 business days of posting.
- Submit immunization records to the admissions office indicating current and complete compliance with NC Administrative Code (10A NCAC 41A.0401) as amended in 1994.
- Receipt of official transcripts for final grades in any 'in progress' coursework noted on the application and/or graduation from programs in progress at time application.
- Verify compliance with all essential functions of the program.

Essential Functions

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

therapeutic interventions; and to interact in clinical, lab and classroom environments.

Pre-Pathway Programs

Additional admission criteria for entry via the Pre-Healthcare Simulation pathway include:

Students seeking guaranteed admission via the general studies pre-healthcare simulation pathway who earn an overall GPA of 2.0 in the following four courses will receive guaranteed admission to the healthcare simulation program: BIO 168, BIO 169, MAT 143, and COM 120. Guaranteed admission consists of three semesters total, two semesters of coursework and one “wait” semester to allow grades to be finalized and any remaining enrollment requirements to be completed.

Final Enrollment Requirements – General Studies and Health Sciences (Pre-Healthcare Simulation)

- Non-refundable \$200 deposit, paid within 5 business days of offer acceptance.
 - Admission offers must be accepted or declined within 5 business days of posting.
- Submit immunization records to the admissions office indicating current and complete compliance with NC Administrative Code (10A NCAC 41A. 0401) as amended in 1994.
- Receipt of official transcripts for final grades in any ‘in progress’ coursework noted on the application and/or graduation from programs in progress at time of application.
- Verify compliance with all essential functions of the program.

Additional admission criteria for entry via the Pre-Neurodiagnostic Technology pathway include:

Students seeking guaranteed admission via the general studies pre-neurodiagnostic technology pathway who earn an overall GPA of 2.0 in the following four courses will receive guaranteed admission to the neurodiagnostic technology program: BIO 168, PSY 101, MAT 143, and COM 120. Guaranteed admission consists of three semesters total, two semesters of coursework and one “wait” semester to allow grades to be finalized and any remaining enrollment requirements to be completed.

Final Enrollment Requirements – General Studies and Health Sciences (Pre-Neurodiagnostic Technology)

- Non-refundable \$100 deposit, paid within 5 business days of offer acceptance.
 - Admission offers must be accepted or declined within 5 business days of posting.

- Submit immunization records to the admissions office indicating current and complete compliance with NC Administrative Code (10A NCAC 41A. 0401) as amended in 1994.
- Receipt of official transcripts for final grades in any 'in progress' coursework noted on the application and/or graduation from programs in progress at time of application.
- Verify compliance with all essential functions of the program.

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

Students seeking guaranteed admission via the general studies pre-nursing pathway who earn an overall GPA of 3.0 in the following four courses will receive guaranteed admission to the radiologic technology program: BIO 168, BIO 169, MAT 143, and COM 120. Guaranteed admission consists of three semesters total, two semesters of coursework and one "wait" semester to allow grades to be finalized and any remaining enrollment requirements to be completed. The "wait" or third semester is also used to complete the TEAS exam and Nurse Aide course, if necessary.

The general admission criteria for the Pre-Nursing pathway includes:

- All official transcripts (high school and post-secondary institutions)
- 2.0 GPA minimum
- Applicants must not have more than 2 unsuccessful attempts in overall nursing courses or same nursing courses.
 - Withdrawals are considered unsuccessful attempts.
- Final Enrollment Requirements – Health Sciences and General Studies
- Non-refundable \$100 deposit, paid within 5 business days of offer acceptance.
 - Admission offers must be accepted or declined within 5 business days of posting.
- Submit immunization records to the admissions office indicating current and complete compliance with NC Administrative Code (10A NCAC 41A.0401) as amended in 1994.
- Receipt of official transcripts for final grades in any 'in progress' coursework noted on the application and/or graduation from programs in progress at time of application.
- Verify compliance with all essential functions of the program.

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

Students seeking guaranteed admission via the general studies pre-radiologic technology pathway who earn an overall GPA of 3.21 in the following four courses will receive guaranteed admission to the radiologic technology program: BIO 168, BIO 169,

MAT 143, and COM 120. Guaranteed admission consists of three semesters total, two semesters of coursework and one “wait” semester to allow grades to be finalized and any remaining enrollment requirements to be completed.

The general admission criteria for the Pre-Radiologic Technology pathway includes:

- Official high school transcript or equivalent
- Official transcripts from all post-secondary institutions attended with a cumulative GPA of at least 2.5
- Final Enrollment Requirements – General Studies and Health Sciences (Pre-Radiologic Technology)
- Non-refundable \$00 deposit, paid within 5 business days of offer acceptance.
 - Admission offers must be accepted or declined within 5 business days of posting.
- Submit immunization records to the admissions office indicating current and complete compliance with NC Administrative Code (10A NCAC 41A. 0401) as amended in 1994.
- Receipt of official transcripts for final grades in any ‘in progress’ coursework noted on the application and/or graduation from programs in progress at time of application.
- Verify compliance with all essential functions of the program.

Essential Functions

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

- Tactile, auditory, and visual acuity sufficient for physical assessment; to observe and monitor patient response; to perform palpation functions; to perform therapeutic interventions; and to interact in clinical, lab and classroom environments.

Nursing

Associate Degree in Nursing

- The general admission criteria for the Associate of Applied Science in Nursing program includes: Official high school transcript verifying graduation
- Applicants with fewer than 24 hours of college credit must have a minimum high school GPA of 2.5. Applicants with a GED must submit 24 semester hours of college credit with at least nine semester hours in math and science.
- Official individual total TEAS score with a minimum of 65.
 - Official transcripts from all post-secondary institutions attended with a cumulative GPA of at least a 2.5
 - One of the following in Reading/Writing:
 - SAT 480 on Evidence-Based Reading and Writing within the last 5 years.
 - ACT 22 on Reading within the last 5 years
 - College level communications (COM, ENG, or RDG) course at the 100 level or higher with a grade of C or higher.
 - One of the following in Math:
 - SAT 530 on Math within the last 5 years.
 - ACT 22 on Math within the last 5 years
 - College level MAT course at the 100 level or higher with a grade of C or higher.
- Applicants who previously attended a nursing program will not be considered for admission if they were unsuccessful in two or more nursing classes, or in the same nursing class twice.
 - Withdrawals from nursing courses are considered unsuccessful attempts and failed.
- Submit verification of placement on the NC Nurse Aide I registry.
 - To be placed on the registry, applicants must have completed an accredited Nurse Aide I course and passed the Nurse Aide I exam.
 - Reciprocity is available for those with an out of state license. For more information visit: [Nurse Aide I | North Carolina Board of Nursing](#).

Admission Criteria for Transferring from another Nursing program or returning students:

- Students who have successfully completed nursing courses within a 1-year period can be evaluated on a case-by-case basis. Applicants must meet all program admission requirements.
- Applicants must not have more than 2 unsuccessful attempts in overall nursing courses or same nursing courses.
 - Withdrawals are considered unsuccessful attempts.

- Successful completion of the following courses is required.
 - NUR 100 – Nursing Medical Terminology
 - BIO 168 – Anatomy and Physiology I
 - MAT 143 – Quantitative Literacy
 - Additional courses may be required.
- A skills check will be required for incoming transfer students.
- An applicant may petition for advanced standing for transfer credits counted.

Final Enrollment Requirements – Associate Degree in Nursing (ADN)

- Non-refundable \$200 deposit, paid within 5 business days of offer acceptance.
 - Admission offers must be accepted or declined within 5 business days of posting.
- Complete a health assessment and baseline drug screen.
 - The health assessment includes submission of immunization records indicating current and complete compliance with NC Administrative Code (10A NCAC 41A.0401) as amended in 1994.
- Complete the online criminal background authorization form.
 - Emails for the online background check will be sent starting 45 business days prior to the program start date.
- Receipt of official transcripts for final grades in any ‘in progress’ coursework noted on the application and/or graduation from programs in progress at the time of application.
- Submit documentation of current Basic Life Support for Healthcare Providers certification from an approved course with an expiration date on or after one year of study.

Essential Functions

- Critical thinking ability sufficient for clinical judgement; ability to organize responsibilities, identify cause-effect relationships and make decisions. Collect, organize, and analyze data and clearly communicate in verbal and written form. Manage time and systemize actions to complete tasks.
- Interpersonal abilities sufficient to interact with individuals, families, and groups from a variety of social, emotional, cultural, and intellectual backgrounds. Ability to establish rapport with patients, families, and healthcare team members.
- Communication abilities sufficient for interaction with patients, family, faculty, staff, physicians, and other healthcare professionals in verbal and written form. Ability to effectively read and comprehend technical and professional materials and to follow oral and written instructions.
- Ability to initiate patient education, interpret and document patient actions and to initiate appropriate responses.

- Physical abilities sufficient to walk, bend, push, pull, lift, balance, and maneuver in small places; maneuver heavy equipment; lift, carry and balance items weighing up to 50 pounds individually or additional weight with assistance; full range of body motion; gross and fine motor abilities sufficient to provide safe and effective care; endure long hours of standing, walking, and sitting.
- Tactile, auditory, and visual acuity sufficient for physical assessment; to observe and monitor patient responses; to perform palpation functions; to perform therapeutic interventions and to interact in clinical, lab and classroom environments.

Bachelor of Science in Nursing (RN-BSN)

The general admission criteria for the Bachelor of Science in Nursing program includes:

- Official transcripts from all post-secondary institutions attended with a combined cumulative GPA of 2.25 or higher with proof of graduation from an accredited associates degree or diploma nursing program.
- Copy of current, unencumbered RN license.

Final Enrollment Requirement – Bachelor of Science in Nursing (RN-BSN)

- Non-refundable \$50 deposit, paid within 5 business days of offer acceptance.
- Admission offers must be accepted or declined within 5 business days of posting.
- Receipt of official transcripts for final grades in any 'in progress' coursework noted on the application.
- Verify compliance with all essential functions of the program.

Essential Functions

- Acquiring fundamental knowledge: Learn through a variety of modalities, including, but not limited to, classroom and clinical instruction, physical demonstrations, small-group, team, and collaborative activities, individual student, preparation and presentation of assignments, and use of computer technology. Ability to use computer technology for extended periods to complete classroom activities and assessments.
- Developing communication skills: Exhibit interpersonal skills to accurately execute and evaluate the nursing process and enable caregiving of patients. Clearly and accurately record information and accurately interpret patient's verbal and nonverbal communication. Exhibit effective communication, participation, and collaboration with all members of the interdisciplinary team, patients, families, faculty, and staff, in person or in writing using computer technology.
- Interpreting data: Effectively interpret, assimilate, and understand complex information to function within the curriculum, including but not limited to, synthesize information in person and through computer technology, interpret

cause-effect relationships, make accurate, fact-based conclusions based on available data and information, and execute safe interventions.

- Integrating knowledge to foster clinical judgment: Conduct nursing assessments comprehensively using relevant patient health, behavioral, and medical information. Meet applicable safety standards for the environment and follow universal precaution procedures.
- Developing appropriate professional attitudes and behaviors: Exercise good judgment and develop mature, sensitive, and effective relationships with patients, families, peers, faculty, and staff. Effectively manage stress and display flexibility. Exhibit professionalism, personal accountability, compassion, integrity, concern for others, and interpersonal skills including the ability to accept feedback and respect for boundaries. Display ethical and moral behaviors commensurate with the role of the nurse. Demonstrate interest, engagement, and motivation throughout the educational process.

Admission to Non-Credit Nurse Aide Course

The Nursing program offers a non-credit course that leads to eligibility for certification in nurse aide. Enrollment in this course is on a space-available basis and requires an online college application, payment of tuition and other information listed below. Prior to the start of classes, incoming nurse aide students must demonstrate eligibility for clinical placement including a criminal background check and drug screen.

Nurse Aide I

The general admission criteria for the Nurse Aide (Non-Credit) program includes:

- Official high school transcript verifying graduation or equivalent.

Final Enrollment Requirements – Nurse Aide

- Non-refundable \$150 deposit, paid within 5 business days of offer acceptance.
 - Admission offers must be accepted or declined within 5 business days of posting.
- Payment of full course fee (non-refundable) due prior to program start date.
- Complete a health assessment and baseline drug screen.
 - The health assessment includes submission of immunization records indicating current and complete compliance with NC Administrative Code (10A NCAC 41A.0401) as amended in 1994.
- Complete the online background authorization form.
 - Emails for the online background check will be sent starting 45 days prior to program start date.
- Verify compliance with all essential functions of the program.

In accordance with the NC Department of Health and Human Services, students participating in the Nurse Aide course must present the following two forms of identification:

- A current, government issued signature-bearing, picture identification card, such as:
 - Driver's License
 - Passport
 - DMV Identification Card
 - Military
- A signed, non-laminated US government-issued social security card.

Essential Functions

- Critical thinking ability sufficient to organize responsibilities and make decisions.
- Interpersonal abilities sufficient to interact with individuals from a variety of backgrounds.
- Communication abilities sufficient for interaction with others in verbal or written form.
- Physical abilities sufficient to walk,, bend, push, pull, lift, balance, and maneuver in small places; maneuver heavy equipment; lift, carry and balance items weighing up to 50 pounds individually or additional weight with assistance; full range of body motion; gross and fine motor abilities sufficient to provide safe and effective care; endure long hours of standing, walking, and sitting.
- Tactile, auditory, and visual acuity sufficient for physical assessment; to observe and monitor patient responses; to perform palpation functions; to perform therapeutic interventions and to interact in clinical, lab and classroom environments.

Returning Students

Reapplication Process

A student seeking to return to a program following a withdrawal or dismissal must apply to the college through the normal admissions process. Please review the admissions requirements for further details regarding the program of interest.

Transfer and Advanced Standing Credit

The college recognizes knowledge and competence attained through formal, non-formal, and non-traditional approaches to learning. The Director of Student Records and Information Management will evaluate the transcripts of all applicants who accept their offer of admission for advanced standing credit. All advanced standing credit will be considered transfer credit, will not earn a grade and will not be used to compute the grade point average. Comparable courses with a grade of “C” or better from institutions with US Department of Education or Council for Higher Education Accreditation approval, advanced placement examinations, SAT, ACT scores, CLEP scores and/or challenge examinations may be considered for credit. “Comparable courses” are those which are similar in breadth, depth and content to those at Carolinas College and are taught by faculty members with similar qualifications.

To request consideration for additional transfer credit not awarded initially, students must submit the Transfer Credit Evaluation Request Form along with the course description and course syllabus for each course where credits were received from non-regionally accredited institutions or not initially believed to be equivalent to Carolinas College coursework. Challenge testing is approved and administered by the General Studies Program Chair. Time limitations may apply for transfer of credit. All transfer and advanced standing credit must be completed before entering the college, with the exception of those entering as non-degree seeking. Students may not be dually enrolled in another institution for the purpose of receiving transfer credit. Students must complete 25% of the required program credits at Carolinas College. Students can receive a maximum of 75% of the total coursework required for graduation from any program through advanced standing or transfer of credit. All requests for evaluation for advanced standing credit must be completed within a student’s first semester of enrollment. Please refer to the Advance Standing Credit policy for complete details.

Financial Information

Admissions Fees

Application Fee.....\$30

Deposit Fee

Clinical Degree Seeking Credit Programs.....\$200

Associate Degree in Healthcare Simulation

Associate Degree in Neurodiagnostic Technology

Associate Degree in Nursing (ADN)

Associate Degree in Radiologic Technology

Associate Degree in General Studies

Pre-Pathways

Bachelor of Science in Health Sciences

Bachelor of Science in Medical Imaging

Bachelor of Science in Nursing (RN-BSN)

Certificate in Healthcare Simulation

Certificate in Medical Dosimetry

Clinical Non-Degree Non-Credit Programs.....\$150

Non - Clinical Credit Programs.....\$100

Non - Clinical Non-Credit Programs.....\$100

Non - Clinical Online Programs.....\$50

Institutional Fees

Access, Parking, and Security*.....\$25

Activity*.....\$30

Learning Resource*.....\$275

Returned Check/NSF.....\$25

Graduation Fee.....\$200

Background Check.....Amount Varies

Clinical Students only. Students are responsible for paying excess fees over \$100.

Drug Screen.....\$40

Transcript Request.....\$8.35

Tuition

Associate Degrees.....	\$512/Per Credit Hour
Pre-Pathways.....	\$512/Per Credit Hour
Certificate in Healthcare Simulation.....	\$512/Per Credit Hour
Bachelor of Science in Nursing (RN-BSN).....	\$449/Per Credit Hour
Bachelor of Science in Medical Imaging.....	\$449/Per Credit Hour
Certificate in Medical Dosimetry.....	\$21,115
Certificate in Medical Laboratory Science.....	\$12,695
Certificate in Histotechnology.....	\$12,695
Certificate in Radiation Therapy.....	\$12,695
Certificate in Specialist in Blood Bank Technology.....	\$2,956
Nurse Aide.....	\$1,236
Phlebotomy.....	\$660

Program Costs

Neurodiagnostic Technology 102 Lab Costs.....	\$100
Neurodiagnostic Technology 102 My Clinical Exchange.....	\$79
Nursing Lab.....	\$226
NUR 110, 120, 140, 150, 160, 170, 180, 210, 220	
NUR 110 My Clinical Exchange.....	\$79
NUR 110 Course Point Fundamentals Access.....	\$240
NUR 140 Course Point.....	\$185
NUR 150 Course Point Med/Surg.....	\$240
NUR 160 Course Point Access OB & Peds.....	\$230
NUR 301 Course Point Enhanced.....	\$107
NUR 340 Course Point +/-vSim.....	\$226
HLC 410 Course Point Enhanced.....	\$107
RAD 110 Initial Lead Marker Set.....	\$25
RAD 110 Radiation Monitor.....	\$25
RAD 110 Course Pack.....	\$35

Radiologic Technology Additional Lead Marker Sets.....	\$10 – 20
Radiologic Technology Lab.....	\$80
RAD 110, 130, 150	
RAD Badge.....	\$30
RAD Textbooks Semester I.....	\$597.04
RAD Textbooks Semester II.....	\$147.99
RAD Textbooks Semester III.....	\$95.99
RAD Textbooks Semester IV.....	\$181.98
RAD Textbooks Semester V.....	\$75.97
ARRT National Certification Exam.....	\$225
RTT 210 Radiation Monitor.....	\$25
Radiation Therapy Lab.....	\$80
RTT 240, 241, 242	
ASRT Student Membership.....	\$35
RTP 400 Radiation Monitor.....	\$25
RTT Badge.....	\$30
Medical Dosimetry Lab.....	\$80
RTP 430, 432, 434	
Medical Dosimetry Badge.....	\$30
Science Lab Costs.....	\$50
BIO 168, 169, 200	
Nurse Aide My Clinical Exchange.....	\$20
Simulation 101 Membership Fee.....	\$80

Any fees listed are subject to change without notice.

Refund Policy

The tuition refund policy is applied to students who officially withdraw for any reason and is based on the date the withdrawal is submitted to student affairs. This policy applies to all standard academic terms. Student fees, application fees and the admissions deposit are not refundable. When a student officially withdraws, the College will refund tuition according to the following schedule:

- Prior to the first day of the term, 100% of tuition and course fees will be refunded. (Does not apply to on-credit classes). Fees associated with the admission process such as application fees, background check fees and tuition deposits are not refundable.
- During the first week of class, 90% of tuition is refunded.
- After the first week of class, up to 10% of the term; 50% of tuition is refunded.
- Between 11% and 25% of the term; 25% of tuition is refunded.
- After 25% of the term; 0% of tuition is refunded.

Students dismissed from the college or course will not be eligible for a refund. Full tuition will be retained for Nurse Aide I classes, Phlebotomy classes or Specialist in Blood Bank Technology/Transfusion Medicine for students who do not officially withdraw within two business days prior to the class start date.

A separate refund policy will apply to Title IV Federal Financial Aid. When a refund is due to the Department of Education due to unearned financial aid, that amount will be deducted from any tuition refund owed to the student.

Financial Assistance

Carolinas College administers financial aid in a manner that is free from discrimination based on race, color, age, religion, gender, sexual orientation, gender identity, national origin, veteran status, disability, or any other characteristic protected by law.

The primary goal of student financial assistance is to ensure access to higher education for students who might otherwise be unable to attend Carolinas College due to financial constraints. Financial aid may include federal and state grants, loans, scholarships, and other funding sources.

How to Apply for Financial Aid at Carolinas College

All students attending Carolinas College of Health Sciences are required to complete the Free Application for Federal Student Aid (FAFSA)—regardless of whether they plan to use federal financial aid. The information provided on the FAFSA is used to determine eligibility for federal and state grants, loans, and institutional scholarships. To receive maximum consideration for all available financial aid programs, students should submit the FAFSA by April 15 prior to the academic year for which they are

seeking aid. The standard academic year at Carolinas College runs from August through July.

When completing the FAFSA, be sure to include the Carolinas College school code:
FAFSA School Code: 031042

Submitting your FAFSA on time ensures you are considered for the full range of financial aid options that support your educational journey.

Types of Federal Financial Assistance

The majority of financial aid that is awarded is in the form of federal loans and grants.

Federal Pell Grants

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

Federal Supplemental Educational Opportunity Grant (FSEOG)

A Federal Supplemental Educational Opportunity Grant (FSEOG) is for undergraduate students with exceptional Federal Pell Grants. FSEOG is a need-based grant that does not have to be repaid.

Federal Work Study

Federal Work Study provides part-time jobs for undergraduate, graduate and professional students with demonstrated financial need allowing them to earn money to help pay education expenses. The program encourages community service work and work related to the student's program(s) of study. This program helps students to lower their potential loan debt.

William D. Ford Federal Direct Loans

The William D. Ford Federal Direct Loan program provides low interest loans for students and parents to help pay post-secondary education expenses. The lender is the U.S. Department of Education rather than a bank or other financial institution.

In 2013, Congress passed, and the President signed the Bipartisan Student Loan Certainty Act, 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.

There are three types of William D. Ford Federal Loans

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

least half-time. For first-time borrowers after July 1, 2013, there is a “maximum eligibility period” (measured in academic years) of 150% of the published length of the program(s) that can receive Direct Subsidized Loans. The time limit does not apply to Direct Unsubsidized Loans or Direct PLUS Loans.

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

Direct Plus Loans are low-interest loans for parents of dependent students and graduate students. Interest is charged during all enrollment periods, beginning on the date of the loan’s first disbursement. Approval is subject to a credit check to determine credit worthiness. Parents may apply online at www.studentloans.gov and will also use their FSA ID number from the FASFA to electronically sign the application, and if approved, the Parent Loan Agreement (Master Promissory Note).

Dependent students whose parents are ineligible for a Direct Plus Loan may be eligible to receive additional Direct Unsubsidized Loan funds.

Fees and Rates Associated with Direct Loans

Loan Origination Fees

Most federal student loans have loan fees that are deducted proportionately from each loan disbursement that is received. This means the money received will be less than the amount that was borrowed. For information on current interest rates and origination fees associated with these federal loans please visit: www.studentloans.gov.

Academic Year Loan Limits as determined by Federal guidelines

Dependent Students (except students whose parents are unable to obtain PLUS Loans)

- **First-Year Undergraduate Annual Loan Limit**
\$5,500 – No more than \$3,500 of this amount may be in subsidized loans.
- **Second-Year Undergraduate Annual Loan Limit**
\$6,500 – No more than \$4,500 of this amount may be in subsidized loans.
- **Third-Year Undergraduate Annual Loan Limit**
\$7,500 – No more than \$5,500 of this amount may be in subsidized loans.
- **Subsidized and Unsubsidized Aggregate Loan Limit**
\$31,000 – No more than \$23,000 of this amount may be in subsidized loans.

Independent Students (and dependent undergraduate students whose parents are unable to obtain PLUS Loans)

- **First-Year Undergraduate Annual Loan Limit**
\$9,500 – No more than \$3,500 of this amount may be in subsidized loans.

- **Second-Year Undergraduate Annual Loan Limit**

\$6,500 – No more than \$4,500 of this amount may be in subsidized loans.

- **Third-Year Undergraduate Annual Loan Limit**

\$12,500 – No more than \$5,500 of this amount may be in subsidized loans.

- **Subsidized and Unsubsidized Aggregate Loan Limit**

\$57,500 for undergraduates – No more than \$23,000 of this amount may be in subsidized loans.

Academic Level Classification

The following criteria are used to define the student's undergraduate academic level:

Total Credits Earned	Academic Level
0 – 29	First-Year or Freshman
30 – 59	Second-Year or Sophomore
60 – 89	Third-Year or Junior
90+	Fourth-Year or Senior

Other Types of Financial Aid

Private Education Loans, also known as Alternative Education Loans, help bridge the gap between the actual cost of education and the limited amount the government allows students to borrow in its programs. Private loans are offered by private lenders and there are no federal forms to complete. When completing an application for a Private Education Loan, Carolinas College may be listed as Charlotte Mecklenburg Hospital Authority. Please note these loans usually have higher interest rates and repayment terms.

Veteran's Benefits

Carolinas College is approved to administer Veterans Affairs (VA) benefits through the North Carolinas State Approving Agency. Carolinas College is a veteran-friendly college and seeks to ensure that veteran students are successful. Veteran's benefits are available for eligible students enrolled in qualified programs. Please visit www.benefits.va.gov for more information.

For students receiving VA educational benefits, 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 require the student to borrow additional funds due to a delay in the disbursement of funding from the VA under Chapter 31 or 33.

The Carolinas College VA Certifying Official is:

Paris Walker paris.walker@CarolinasCollege.edu

Student Emergency and Assistance Fund

What is the Student Emergency and Assistance Fund?

The Carolinas College Student Emergency & Assistance Fund has been established to provide Carolinas College students with financial assistance when they have suffered a hardship caused by catastrophic events beyond their control.

This fund has been set up to address catastrophic events only.

We recognize there are many circumstances that put a financial strain on people. This fund is designed for only catastrophic events listed below. The fund is not intended for ongoing challenges in managing finances. **This fund assists students in meeting basic needs when all other resources have been exhausted during a catastrophic event.**

What is considered a catastrophic event?

- Fire
- Natural Disasters
- Accident
- Other unforeseen serious crises

Housing and Utilities:

- Temporary housing or rent assistance when deemed necessary by Dean of Student Affairs and Enrollment Management
- Utility bills (electric, gas, water, etc.)

Foods and Basic Needs:

- Groceries and meal plans
- Essential personal items

Transportation:

- Emergency travel expenses (e.g., to attend a family funeral)
- Car repairs or public transportation costs

Educational Materials:

- Replacement of lost or stolen textbooks
- Technology needs for remote learning (e.g., laptops, software)

Safety and Security:

- Costs related to changing locks or other safety measures

Childcare:

- Emergency childcare expenses

What are considered eligible and ineligible expenses as part of the Student Emergency & Assistance Fund?

Examples of eligible expenses include but are not limited to the following:

- Tools and resources for online learning
- Home repairs
- Evacuation costs
- Transportation (such as travel to and from medical treatments)
- Payment of basic bills (such as utilities)
- Food/clothing
- Medical expenses
- Household items
- Dependent care

Examples of ineligible expenses include but are not limited to the following:

- Legal fees
- Non-essential electronics, appliances/furnishings
- Non-essential household utilities (e.g., cable/satellite television, etc.)
- Items covered by insurance
- Credit card debt or pay day loans

Who is eligible to apply?

Currently enrolled students at Carolinas College of Health Sciences. By applying at the [Carolinas College Student Emergency & Assistance Fund Application](#).

What is the review process for applications?

The Carolinas College Dean of Student Affairs and Enrollment Management and Director of Development and Alumni Relations review all applications. They will then have the responsibility of ensuring that the funds are used appropriately and in the most effective manner possible.

What is the application process and required documentation?

In order to apply for assistance, students need to complete the Carolinas College Student Emergency & Assistance Fund Application and provide all supporting documentation, i.e., receipts, invoices, estimates, insurance reports, medical records, etc. Applicants must also have a current FAFSA on file with Financial Aid Office. All applicants will be thoroughly reviewed for eligibility.

Is the application process confidential?

The Carolinas College Student Emergency & Assistance Fund applicants and recipient information will be kept in the strictest confidence. Applicants may opt to sign a release to allow information to be used for program promotion purposes.

Alternative resources you should consider:

- Just 1 Call – Dial 704-432-1111 – This services provides assistance with healthcare, employment, education, legal, housing, mental health/addiction counseling, transportation needs, local government information, human services, nonprofit and faith-based organizations, disaster relief resources and much more.
- Atrium Health has developed a strong partnership with an innovative non-profit called Common Wealth Charlotte (CWC). CWC provides workshops and in-depth, one-on-one financial coaching sessions for Atrium Health students, at no cost to you. The main contact at CWC is Alisha Jeter, Senior Financial Advisor at ajeter@commonwealthcharlotte.org. Please send Alisha an email with your Atrium Health contact information and she will follow up promptly.
- Aunt Bertha – This is a free service which connects people in need of free or reduced cost services like medical care, food, job training, housing, legal, education and transit with resources in their area. You can access Aunt Bertha through your smartphone and download the app Aunt Bertha, or access online at www.auntbertha.com. Input your ZIP code and it will search for resources near you.

Atrium Health Education Forgiveness Loan

Students enrolling in eligible programs are given the opportunity to receive an Atrium Health Education Forgiveness Loan. Loan amounts vary by program. Students receiving this funding pay it off by working in a qualifying position for which they received funding within an eligible Atrium Health location. Students who do not complete the program or fail to repay the service obligation must repay the loan with interest. Students cannot be in default on a federal loan. Students must also complete all required Atrium Health Education Forgiveness Loan documentation. For more information on eligible programs, please contact the Financial Aid office.

Scholarships

Funds from the Atrium Health Foundation, local individuals, businesses, and organizations are made available to students each year in the form of scholarships. The online scholarship application is open three times a year for the fall, summer and spring terms of each year. Students will receive an email announcement each year when the scholarship application opens. Students will be considered for all scholarships for which they are eligible based on the donor's criteria. Scholarship criteria may include academic achievement (merit) and/or financial need. Additional information may be obtained from the financial aid office.

**Scholarship amounts are subject to the availability of funds.*

Carolinas College awards over \$175,000 annually in scholarship funds. Scholarships may be awarded based on need, merit or other more specific donor criteria.

When can I apply for scholarships?

- **Fall Semester:** Applications open in February, and decisions are announced in July.
- **Spring Semester:** Applications open in September, and decisions are announced in December.
- **Summer Semester:** Applications open in January, close in February, and awards are announced in March.

Eligibility and Application Process

- **Eligibility:** Scholarships are available to all enrolled students who meet the specific criteria outlined for each scholarship. To be considered you must have a current FAFSA on file (pending program eligibility).
- **Application Process:** Complete the online [Scholarship Application](#) and submit all required documents by the specified deadlines.

Important Disclaimers

- Recipients will be expected to write a personalized thank you note to specific scholarship donors by filing out this [form](#).
- Scholarships are not renewable, and you will need to re-apply annually.
- **Missed Deadlines:** If you miss the application deadline, please contact Ali Merchant at Ali.Merchant@CarolinasCollege.edu for further assistance.

Selection Process

Scholarship recipients are selected based on a combination of academic merit, financial need, and other criteria specific to each scholarship. The selection committee reviews all applications thoroughly to ensure a fair and equitable decision-making process.

We encourage all eligible students to apply and take advantage of the financial support available to help you succeed in your academic journey.

North Carolina Forgivable Education Loan for Service Program (FELS)

Established by the North Carolina General Assembly in 2011, the Forgivable Education Loans for Service provides financial assistance to qualified students enrolled in an approved education program and committed to working in critical employment shortage professions in North Carolina. For the 2020-2021 academic year, eligible degree programs may be found by clicking the link below. The North Carolina State Education Assistance Authority provides administration for the program. For more information please visit: <https://www.cfnc.org/FELS>.

North Carolina Forgivable Education Loan for Service Program (FELS)

Created by the 2011 North Carolina General Assembly, this is a need-based program for NC residents attending an institution of higher education located in North Carolina. For more information please visit: <https://www.cfnc.org/NBS>.

The Financial Aid Awarding Process

Most financial aid awarded based on need. The amount of an award varies depending upon the student's verified financial need. Financial aid will only be awarded to students who meet the federal and state eligibility requirements.

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

- Need is determined by subtracting the student aid index (SAI) from the total cost of attendance based on the students program of study.
- The total financial aid awarded cannot exceed the published cost of attendance.
- The total cost of attendance is determined by the financial aid office and may include tuition, fees, room and board, books, transportation, and miscellaneous expenses.
- The award may include a combination of funds from loans, grants and scholarships.

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

Federal financial aid cannot be used to pay for repeats of courses already successfully completed at Carolinas College or courses outside the student's program(s) of study.

A student borrowing loans for the first time at Carolinas College must complete the Loan Agreement (Master Promissory Note) and Loan Entrance Counseling. Both documents can be found online at www.studentaid.gov. Students must use their FSA ID number from the FAFSA to electronically sign the Master Promissory Note. Students are encouraged to complete the Financial Awareness Counseling that can also be found online at www.studentaid.gov. For the school selection, Carolinas College is listed as Charlotte Mecklenburg Hospital Authority.

Each year, students are notified of their financial aid award with a letter posted to their account in SONIS, Carolinas College's student information system. Students are required to accept, deny or modify (lower the amount) their award electronically.

Disbursements

Each term, a student who is awarded financial aid from Carolinas College will have the award credited to their student account. A student not enrolled for the number of credit hours that were estimated at the time of financial aid packaging will have award eligibility recalculated. This may affect the student's eligibility for certain types of federal aid.

If a credit balance is generated after the financial aid award is applied to a student's account, a refund check will be issued to the student. A student borrowing Federal Direct Loans for the first time at Carolinas College must have completed the Loan Entrance Counseling and the Loan Agreement (Master Promissory Note) prior to the release of funds and mailing of the refund check. Refund checks are mailed to the address on file in SONIS. It is the student's responsibility to keep that address updated. The College is not responsible for checks mailed to the wrong address because the student failed to keep it updated in SONIS.

Satisfactory Academic Progress for Financial Aid – Maintaining Eligibility for Federal Aid

The federal Satisfactory Academic Progress (SAP) standard for financial aid is different than the institution's standard by the same name to establish a student's academic standing at Carolinas College. Students must meet the federal SAP standard to maintain eligibility for federal financial aid. Satisfactory academic progress is measured once at the end of each semester for all degree and diploma programs. Students who withdraw or take an approved leave of absence will have satisfactory academic progress measured upon their notification of intent to return and before re-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 Criteria

1. Undergraduate students must maintain a 2.0 cumulative Grade Point Average.
2. Only the grade obtained for a repeated course will be used in determining Grade Point Average and is considered the final grade.

Quantitative Criteria

1. Hours Attempted: 67% of the total credit hours attempted must be successfully completed. Hours attempted include transfer hours accepted, hours for courses that are repeated, hours from course withdrawal, hours for courses failed, and hours for courses successfully passed.
2. Maximum Time Frame: Federal regulations limit the maximum time frame to no more than 150% of the published length of the program as measured in credit hours.
3. Example of the 150% rule is:
Program requires 72 credit hours/students are eligible up to 108 attempted credit hours.
 $72 \text{ credits} \times 150\% = 108 \text{ credit hours attempted.}$

All enrollment periods, including those in which students did not receive financial aid, are evaluated to determine if the student meets the quantitative and qualitative standards. For students who change programs/majors, only the credits attempted and accepted by the registrar toward the new major will be included in the calculation of Satisfactory Academic Progress.

Students not meeting either the qualitative or quantitative criteria for Satisfactory Academic Progress will be notified and placed on financial aid probation for the next term. If the student has not re-gained eligibility after completion of the probationary term, they will not be eligible for financial aid until they are able to re-establish satisfactory academic progress.

Appeals

If a student is determined to be ineligible for financial aid due to failure to meet the Satisfactory Academic Progress standard after the probationary term, the student can appeal the decision. Decisions regarding financial aid continued eligibility (except the

150% rule) may be appealed in writing to the Dean of Student Affairs and Enrollment Management. The appeal must be in writing and must include:

1. Student's name
2. The last 4 digits of the social security number
3. Facts upon which the appeal is based
4. A statement of why the student failed to meet the SAP requirements and what has changed to allow the students to be successful

Students will be notified of the appeal decision within two weeks of receipt of the written appeal request. If the appeal is approved, the student will be considered on SAP probation and will receive available financial aid for one additional semester only. If the appeal is denied, the student is ineligible to receive financial aid until they meet all of the SAP requirements. Satisfactory Academic Progress probation is only granted one time per student.

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, loans funds, and/or state funds withdraws from the college before the 60% point of the term, a portion of the awarded funds must be returned to the federal aid program after calculation of the return to Title IV Funds. This may result in a balance on the student's account. Students should consult with financial aid in advance when considering withdrawal or a leave of absence from the College.

Facilities

Carolinas College is located within The Pearl at 915 Pearl Park Way, Charlotte, NC 28204. The Pearl houses classrooms, laboratories, offices and common space for students and teammates. Students will have access to the building during operating hours: Monday through Friday, 8:00 A.M. to 4:00 P.M.

Bookstore

As a service to students, faculty and staff, the college contracts with an online bookstore. Textbooks, supplies and course-related materials are available. The online bookstore is accessible through a link on the college's learning management system by clicking Resources on the global navigation bar and selecting the bookstore from the list of resources.

Skills Lab

Most of the college's programs have a dedicated or shared lab available to students and faculty allowing for learning experiences and the practice of skills.

Carolinas Simulation Center

Carolinas College provides its students and faculty access to Carolinas Simulation Center, a globally recognized, multidisciplinary education center. The center is accredited by both the American College of Surgeons as a Comprehensive Education Institute and the Society for Simulation in Healthcare in the areas of assessment, research, teaching/education and systems integration. One of only a few centers in the world with dual accreditation distinguishes the center as a regional leader in providing simulation-based healthcare education. Carolinas Simulation Center is available to college faculty members for teaching specific skills and clinical situations in a simulated environment and to students for the practice of skills, critical thinking, communication and teamwork.

Library

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

Student Resources

Students will have access to Group Study Rooms, Individual Quiet Area Study Seats, a lounge, and vending services. Students will also have access to a print station.

Food Service

A canteen is available 24 hours a day, seven days a week onsite offering hot and cold foods and a variety of snacks and drinks. Additional food options are available within easy driving distance of the college. Microwaves and refrigerators are also available at the college for student use on the sixth floor.

Safety

For the safety and security of all students and personnel, students are expected to wear their name badge above the waist and clearly visible at all times when on campus, report unsafe conditions immediately and wear appropriate personal protective equipment (PPE) as needed. Students arriving on campus without an ID badge are required to secure a temporary badge from the front desk. The new student onboarding process and orientation will include instruction on HIPAA, corporate compliance, blood-borne pathogens, fire safety, handling hazardous materials, reporting injuries or accidents and maintaining a safe environment. Annual safety continuing education is required of all students in clinical or laboratory science programs.

Security

A security officer will be stationed in the lobby of the building during college operating hours. Atrium Health's Corporate Security is available to provide assistance with security issues and concerns at the college.

Student Right-to-Know/Clery Act

The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act) is a federal law which requires all colleges that participate in federal financial aid programs to keep and disclose information about crime on and near their respective campuses. The Carolinas College Safety and Security Report includes statistics for the previous three years concerning reported crime that occurred on campus, including certain off-campus buildings owned or controlled by Atrium Health and on public property within or immediately adjacent to campus. The report also includes institutional policies concerning campus safety, such as alcohol and drug use, crime prevention, crime reporting and sexual assault.

Emergency Response Plan

The college's Emergency Response Plan includes policies, procedures and organizational structure for response to emergencies that are of a magnitude likely to cause a significant disruption to the functioning of all or portions of the college. A copy of the plan can be accessed through the college's learning management systems. In the event of a long-term emergency (i.e., pandemic, etc.) operational protocols and processes may be altered to adjust for the specific event (i.e., remote work, online classes, simulated or virtual clinicals and labs, etc.) and policies may be altered or adapted to allow maximum flexibility for teammates and students and limit the impact of the event on student and/or academic progress. In addition to the college's Emergency Response Plan, the college has implemented the Academic Continuity and Catastrophic Events policy which provides a framework to ensure academic continuity for students in the event of catastrophic or otherwise unexpected situation should occur which could impact academic operations.

Emergency Alert System

Carolinas College will send notification of events that may affect the operation of the college. Faculty, staff and students will be notified through email and by posting to the college's learning management system.

Inclement Weather

Inclement weather (hurricanes, snowstorms, ice storms, etc.) may necessitate the delay or closing of the college. In the event of inclement weather or short-term emergencies, the safety of students and teammates is the college's first consideration. Any changes in the college's operating hours due to inclement weather will be communicated to faculty, staff and students through email and by posting to the college's learning management system.

Fire Procedures

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

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

Transportation and Parking

Students may park on campus in the approved parking deck. During clinicals, students are provided access to parking on the campus of Carolinas Medical Center in the MMP Deck. Students who do not park in the designated student parking areas without documented permission may be fined, ticketed and towed. Ultimately, parking violations may be found to constitute a violation of the college's community standards policy. Students are responsible for their own transportation to the college and to clinical sites.

Student Affairs and Services

The mission of the Division of Student Affairs and Enrollment Management is to facilitate and provide reliable student services in a caring environment throughout the education process from application through graduation, regardless of location or course delivery method. Student affairs staff are committed to providing excellent support leading to an exceptional enrollment experience, successful program completion, and personal and professional development. This is accomplished through the following services and benefits.

Student Organizations and Engagement

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

Phi Theta Kappa

Phi Theta Kappa (PTK) is an international honor society founded to recognize and encourage scholarship among two-year college students. PTK provides opportunities for the development of leadership and service, for an intellectual climate for the exchange of ideas and ideals, for lively fellowship among scholars and for stimulation of interest in continuing academic excellence. Membership criterion is a cumulative GPA of 3.25 or better after completion of 12 semester hours of coursework in a two-year program leading to an associate degree. A cumulative GPA of 3.0 is required for continued membership. Induction into the Beta Zeta Sigma Chapter of PTK occurs in the fall, spring and summer semesters.

Student Ambassadors

Student ambassadors serve the college as new student orientation representatives and in other outreach and service capacities. This student organization is committed to finding opportunities to represent the college within Atrium Health and in the community at-large to grow awareness of the college. This organization also contributes to programming and activities to bolster student engagement.

Student Governance Association

The Dean of Student Affairs and Enrollment Management convenes a meeting each semester with the student leaders of the college including student organization officers. In addition to the leaders of the recognized student organizations, program leadership identify a representative(s) to serve on the SGA. This ensures fluid communication and transparency, provides students a voice in college decision-making and informs the dean of the current concerns, ideas and issues facing the students. The SGA also informs student programming and activities. The Dean of Student Affairs and Enrollment Management is available to hear student concerns and/or respond to student inquiries.

Student Nurse Association

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

College Committee Structure

Standing college committee provide a means for students to function in an effective, democratic manner in the decision-making process for planning, implementing, and evaluating activities and programs within the college.

Student Services

Student Success

Carolinas College is committed to the success of each student. Student success is a shared responsibility between the college and the student. One of the ways in which the college demonstrates its commitment is through offering student success services. Services include providing academic resources including virtual tutoring, study skills, test-taking, stress and time management resources.

Advisement

All students enrolled in credit programs are assigned an academic advisor upon acceptance to the college. Students may request an appointment any time questions arise during the educational program or for advice on course planning and registration. A minimum of one meeting with an academic advisor per semester is expected and required in order for a student to register for the next semester.

Individuals with Disabilities

Student success is of the highest priority of the college. Specific questions concerning the essential functions of a program should be referred to admissions during the application process. Admissions may then refer the student to the student success coordinator. Students with a qualifying disability who need reasonable accommodations to meet a program's essential functions should request accommodations through the student success coordinator upon admission to the college. Students will be directed to complete a request form and to support the request with appropriate documentation. Based on the submitted documentation, a determination will be made regarding reasonable accommodations and communicated to the student. If the student disagrees with the determination, they can request a secondary review. The Dean of Student Affairs and Enrollment Management or the Provost, and a representative from the

academic program will then evaluate the request to determine the approved accommodation in conjunction with the Dean of Student Affairs and Enrollment Management.

Counseling

Confidential professional counseling is available to all enrolled students through Atrium Health's Employee Assistance Program (EAP) (704-355-5021) and through the Spiritual Care Department (704- 355-2218). Services or referrals are available for academic problems, stress management, family, spiritual or other matters.

Academic Support Services

Student Email

Students are provided a college email address that is used for all official communications and emergency notifications. Students are expected to check this email on a regular basis and use it as their primary means of communication for all college related communications. Knowledge and compliance with the Acceptable Use of Information Technology policy and Access to Information Technology policy are expected.

Information Security

To enhance security and protect student accounts the college uses multi-factor authentication. All students are required to use an external device (such as a smartphone) for authentication. This additional step helps ensure that only authorized users can access school systems and resources

Computer and Technology Requirements for Students

Carolinas College is a bring your own device campus. Students are expected to own a laptop or Chromebook that meets the following minimum requirements and is able to be used at home and brought to campus with them. Please make sure you have access to a compatible device before the start of the semester.

Laptops or Chromebooks must meet the hardware and software requirements listed below (Tablets, such as iPads or Surfaces, or similar netbooks, are not acceptable):

- **Windows:** 11 - At minimum Windows 11 is required (**Windows 11 S is not compatible**).
- **Mac:** OS 10.15 to 14+ are required
- **Chromebook:**
 - Chromebook must be updated regularly and still receiving updates from Google (typically less than 5 years of age).
- High Speed Reliable Internet Connection
- Software
 - Modern internet browser (Chrome, Safari, Edge)
 - Your browser on your device should also be up to date to be most compatible with Canvas
 - Office 365 for Education (provided by college)
 - Microsoft Teams (download the Teams App/Extension for **Work or School** and sign in with your @CarolinasCollege.edu
 - Adobe Acrobat Reader DC: [This can be downloaded for free by visiting this link.](#)[Links to an external site.](#)
 - Testing Software -[Respondus LockDown Browser Compatibility](#)
- Webcam with microphone

- There may be other course-specific hardware and/or software requirements as noted in the course syllabus

Students are responsible for acquiring access to any required specialized software or hardware. Students are responsible for knowing how to operate their chosen computer system and the required software packages. Computer skill training is available through the academic support team upon request. The College is not responsible for maintaining students' personal computers. Students should understand and comply with the Acceptable Use of Information Technology policy and Access to Information Technology policy.

Intellectual Property

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

College Standards and Expectations for Professional Behavior

Carolinas College seeks to provide an environment in which learning, teaching and related activities are undertaken freely, safely, responsibly and without distraction. We exist in a diverse campus community, so our actions must be motivated not only by personal concerns but also by the concerns of our healthcare system partner, the community, and the welfare of the college. The College has outlined the expectations for professional behavior through policies governing community standards, code of student conduct, academic integrity, and standards of clinical practice.

Community Standards

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

Disruptive Behavior

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

Tobacco Use

Carolinas College and Atrium Health are committed to promoting clean and healthy environments. Carolinas College and all Atrium Health-owned or leased property (including vehicles), parking lots, decks, stairwells, and outside areas next to building entrances and exits have been designated as tobacco-free areas. Carolinas College abides by Atrium Health's Tobacco-Free Workplace policy (HR-5.12) which defines tobacco products as any form of tobacco, including, but not limited to, cigarettes, electronic cigarettes, vapor sticks, cigars, pipe tobacco, chewing tobacco, and snuff. Use of these products is prohibited while on the Carolinas College campus, in clinical training sites and all Atrium Health facilities as defined above. Violations of this policy will be adjudicated as stated in policy HR-5.12. For a student, any violation is considered academic misconduct. The student is subject to counseling up to, and including, removal from the program.

Drug & Alcohol Use

Carolinas College students and teammates are expected to comply with Atrium Health's Drug and Alcohol Use policy. Carolinas College and Atrium Health want team members to be secure that their working environment is safe. To provide this safety and high team member performance, alcohol or illegal drugs cannot be in a student's body while

training in the clinical setting or on the Carolinas College campus. Students taking prescription and non-prescription drugs that may affect their ability to perform assigned duties must report this to the faculty member. The use or possession of alcohol or illegal drugs while on campus or in a clinical facility will result in immediate dismissal.

Following the initial baseline drug screen required of all new clinical or laboratory science students, additional drug and alcohol tests may be conducted randomly or for cause to ensure compliance. Failure to comply with a request for drug or alcohol testing is treated as a positive test. A positive test will result in suspension of clinical access, which may negatively affect progress in the program. If a positive test is within the first 90 days of enrollment, the student will be dismissed. Students enrolled for more than 90 days with positive test results will be referred to Teammate Health and/or the Employee Assistance Program (EAP) for case management to include assessment for treatment needs and any referrals. However, a student's continued enrollment is subject to the Clinical Access and Eligibility policy. Students may be allowed to return to class and clinical based on cooperation and treatment assessment after consultation between Teammate Health, EAP, and the dean of student affairs. A student who is allowed to return to class or clinical will be dismissed for a subsequent positive drug or alcohol test. Students dismissed due to drug or alcohol violations may not be readmitted earlier than one year from the semester in which dismissal occurred.

Charges, Convictions or Sanctions

Carolinas College students and teammates are expected to comply with Atrium Health's Charges, Convictions or Sanctions policy. Carolinas College and Atrium Health want to provide the best educational and clinical training experiences and environments. An essential element of this is creating an environment where faculty, staff and students feel safe. If a student receives a criminal charge, conviction, or a sanction, this potentially creates a safety and security issue in the educational and clinical training environment. For that reason, students are to report, in writing, any criminal charge, conviction or sanction to the Dean of Student Affairs and Enrollment Management by the next calendar day. If a copy of the charge, conviction or sanction is not available that day, the student is to provide it within five (5) calendar days to the dean of student affairs. Examples of offenses to be reported may include, but are not limited to: violence, injury to another person, communicating threats, damage to property, sexual offenses, drug offenses, driving while intoxicated (DWI) or driving under the influence (DUI), theft, fraud, including writing fraudulent checks.

Sanctions may include temporary suspension from class, letter of warning, disciplinary counseling, action plan, loss of clinical access or dismissal. Sanctions up to and including development of an action plan may be imposed by the Dean of Student Affairs and Enrollment Management or Provost. Sanctions of unrestricted access or dismissal

will be made only by APG committee action or when policy mandates (i.e., drug and alcohol violation, firearms violation).

Psychological Impairment

Students are expected and required to be in appropriate mental condition to perform assigned tasks or to participate in class, lab, or clinical activities. College personnel rely upon the expertise of professionals with Teammate Health and the Employee Assistance Program regarding degree of impairment, treatment, and an assessment of readiness to return to school.

Intimidation and Harassment

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

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

All students, faculty, and staff are required to complete Title IX training on an annual basis. Complaints of sexual harassment will be investigated by the college's Title IX coordinator, Ta'Kia Howze can be reached at (704) 468-2129.

Other complaints of intimidation and harassment will be investigated by the Dean of Student Affairs and Enrollment Management, or (704) 355-5585.

Hazing Policy

Carolinas College maintains a strict no-tolerance stance on hazing. In our commitment to fostering an environment where learning, teaching, and related activities can be conducted freely, safely, responsibly, and without distraction, we have established community standards that all students are expected to uphold.

Definition of Hazing: Hazing is defined as any action or situation created intentionally to produce mental or physical discomfort, embarrassment, harassment, or ridicule. This includes, but is not limited to, activities that involve physical brutality, excessive fatigue, physical and psychological shocks, or any activity that could adversely affect the mental or physical health or dignity of an individual.

We expect every student to abstain from any form of hazing. Furthermore, it is the responsibility of each student to promptly report any knowledge of hazing activities

occurring on campus or during any college-affiliated event or activity. Reports can be made by contacting the Dean of Student Affairs and Enrollment Management, Dr. Jared Smith Robert.J.Smith@CarolinasCollege.edu. By adhering to these standards, we can ensure a safe and supportive community for all members.

Consequences for Violating the Hazing Policy: Any student found to be in violation of this Hazing Policy will be subject to disciplinary action. Consequences may include, but are not limited to, suspension, expulsion, and/or legal action. The severity of the consequences will be determined based on the nature and extent of the hazing activity. Carolinas College is committed to taking all necessary measures to enforce this policy and protect the well-being of our community.

Weapons

Atrium Health, under North Carolina law (NCGS Section 14-415.23(a)), has adopted an ordinance prohibiting the possession of firearms or other weapons on campus. This prohibition is posted on all buildings including 915 Pearl Park Way, which houses Carolinas College of Health Sciences. The possession of firearms and other weapons on campus will result in immediate administrative dismissal from the college.

Dress Code

Students are considered part of the patient care team, so it is important to project a respectful, professional, competent image to Atrium Health teammates, patients, and fellow students. To project a professional image, to standardize expectations and to be consistent with Atrium Health standards, students are expected to follow the specific standards of appearance outlined below. College-issued identification badges will be always worn at chest level or above with the student's picture clearly visible. On the college's campus, students are expected to dress modestly and in good taste, including but not limited to:

- No exposure of midriff.
- No low-cut shirts or blouses.
- Shorts should be no more than three inches above the knee.
- Undergarments should be worn but not visible.
- No profanity, slanderous or disrespectful images or language, or promotion of inflammatory causes.
- No pajamas or slippers.
- Students are expected to maintain good personal hygiene such that body odor, smoke, or other odors are not detectable. Students should refrain from wearing heavily scented products.

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

- The official college-approved uniform must be worn. Uniforms must be clean, fit comfortably giving you a full range of motion, and wrinkle-free.
- Pant length is the top of the shoe. Jogger pants are allowed, but socks must meet bottom of the pants.
- Dress length is no shorter than the middle of the knee.
- Only white or teal jacket or required personal protective equipment (PPE) may be worn over the uniform.
- No exposure of cleavage or chest hair. Students may wear white or black undershirts (short- or long-sleeved) or tank tops with no visible logos under uniforms.
 - Nursing students: May wear white or black undershirts or tank tops.
 - Radiologic technology students: Only white undershirt or tank top permitted.
 - Clinical laboratory sciences students: Undershirts must match shoes and socks.
- Undergarments are to be worn, but should not be visible, with no visible logos.
- Clean and polished shoes that are only leather or leather-style are required. Shoes are to have a solid top surface and closed toes.
 - Clinical Laboratory Sciences students: No clogs are permitted.
 - Nursing and Clinical Laboratory Sciences students: Must wear white or black shoes.
 - Radiologic Technology students: Must wear white shoes.
- Acrylic or other artificial nail tips/ornamentation increase risks.
- Acrylic or other artificial nail tips/ornamentation increase risks of transferred bacteria to patients. This includes acrylic nails (gel nails are acceptable), bending, tips, wrappings, jeweled, pierced, lettering, and tapes. These nails and products are not acceptable, except to clerical and professional staff not crossing over into any patient care duties. Nails are to be clean, neat, and trimmed, and no more than one-fourth (1/4) inch past the teammate's fingertip for teammates in clinical areas or handling patient supplies, medications, food, ice, or specimens. Clear or light-colored nail polish may be worn but may not be chipped. Makeup must be light with natural colors only.
- Hair is to be clean, dry, neat, and controlled. Extremes in hairstyle and hair-color are not acceptable.
- Hair (short or long) that falls toward the face when the head is bent must be pulled away from the face with a plain band, clip, or barrette (no hair bows).

Other head ware is not to be worn unless for approved religious or medical reasons.

- Any facial hair is to be neatly trimmed and ensure the fit of any required respiratory masking. Perfume, cologne, or strong scents must not be worn.
- Jewelry and other accessories are to be conservative and are not to interfere with the performance of job duties or cause a safety risk for the student, patient, or others.
 - One ring or one wedding set may be worn on either hand.
 - Studs are the only permissible piercing jewelry. Up to two earrings may be worn per ear. No other visible body piercings are permitted.
 - No other jewelry may be worn except medic alert jewelry or a watch. Radiologic Technology students are required to wear a watch with seconds displayed.
- Tattoos are to be smaller than one inch in diameter. They must not be unpleasant or potentially unpleasant to our patients, visitors, or other team members. Tattoos that have profanity or are reasonably determined to be offensive to any group of persons are to be completely covered during work time. Examples of potentially offensive tattoos include designs that are violent, threatening, sexual, or that despoil religious symbols.
- For unscheduled but authorized, official student business in a clinical setting, such as researching an assignment or protocol, students may wear the college uniform as described above, or a college-approved white lab coat worn over business casual clothes.
 - Business casual attire is modest, clean, and neat.
 - No jeans, shorts or sandals are permitted.

Other hospital-approved scrubs or uniforms are permissible in appropriate departments or clinical situations. For visiting a patient care facility in an unofficial capacity, such as using the cafeteria or attending a meeting or a workshop, students should follow business casual guidelines. No jeans, shorts or sandals are permitted, and clothing must be modest, neat, and clean. Students who make inappropriate clothing or accessory choices will be counseled by their faculty member, program chair or by the Dean of Student Affairs and Enrollment Management and may be sent home with a recorded class or clinical absence to change into acceptable attire. Repeated violations will result in counseling or disciplinary measures up to and including dismissal from the program and the college.

Exemptions/exclusions due to religious or medical reasons may be approved with supporting documentation.

Communication Devices

The College allows the responsible use and possession of cell phones, cameras, smart watches, and other personal communication devices. Users of these communication devices must be sensitive to the needs, sensibilities, and rights of other people. The following actions are prohibited:

1. Utilizing these devices for the purposes of photographing test questions, accessing the internet to see test answers or other forms of academic misconduct.
2. The unauthorized recording (audio or video) or photography (via any device) of anyone (students, faculty, staff, patients, families, etc.) without their consent is not permitted. Any device incorporating a camera must be turned off and out of sight in any area in which an individual has a reasonable expectation of privacy.
3. Any use of cell phones that is disruptive of functions of the college, specifically in classrooms and laboratories. Phones must be on vibrate mode or turned off and out of sight in classrooms, computer laboratories, science laboratories, the AHEC Library and other academic settings and in all clinical settings unless approved by the instructor. Communication devices may be used in clinical areas only in accordance with applicable clinical policy. No communication devices will be allowed during quizzes, tests, or exams.
4. Any use of personal electronic devices in the clinical setting is prohibited, unless approved by the faculty member.

Acceptable Use of Technology

Carolinas College offers an array of information technology resources for students and teammates use in support of the college's mission. Users are expected to exercise common sense in the use/handling of all technology and associated information. Users must understand and comply with the Acceptable Use of Information Technology policy and guidelines provided by the college and Atrium Health. Electronic and video communication should be professional and appropriate. User IDs and passwords are assigned as the primary means for authenticating access to technology resources. Users may not share their username(s) or password(s) with any other person and must be diligent in protecting them from exposure (e.g., changing the password every 90 days (about 3 months), logging off devices when leaving a workstation.)

All college policies and codes of conduct are applicable to the electronic environment as they apply in all other college settings. These resources include authenticated access to college electronic services, including: access to college-owned computers and electronic devices; local and internet network access; electronic devices; electronic mail (e-mail); phone service and voice mail; licensed software; electronic media content; library electronic resources; videoconferencing and other network-based services. The

College has established standards and policies for the acceptable use of these resources and expects users to be familiar with and honor them.

The college recognizes participation in social media sites (Facebook, Twitter, LinkedIn, YouTube, etc.) is significant and can be used in positive ways to build community on and off campus. The college encourages responsible user participation in social networks. Students and teammates shall not use the college email address for creating social media accounts or posting information on such platforms regardless of privacy settings. Speaking on behalf of or representing the college without permission is not permitted. College teammates are strongly cautioned against extending or accepting “friend” or other “following” requests from students. Users should not publish, post, or release information that is considered confidential or not public. Teammates are not to use or disclose student information in social media. It is also generally not acceptable to post pictures of students or teammates without their permission. The college reserves the right, but has no obligation, to monitor social media interactions. If the college deems content to be inappropriate, the user is responsible for removing that content within 24 hours of notice.

Additional Note: The college social media platforms and marketing advertisements, including but not limited to posts on the college’s social media platforms, events, recruiting, early college, digital boards, and more, will use student photos.

Gifts

Gifts from students given to a college teammate in their working role are allowed if:

- The gift cannot or cannot appear to influence a decision of the teammate; and
- The gift is low in value (under \$25 as advertised); and
- The gift is not cash or a gift card.

Students may not accept gifts from patients.

Code of Student Conduct

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

Students have the right to:

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

Students accept the responsibility for:

1. Reading the college catalog and student handbook and knowing, understanding, and acting in accordance with college policies and all applicable regulations and laws.
2. Promoting the highest standards of ethical conduct. Students are expected to demonstrate honesty and integrity in academic, clinical, and administrative matters.
3. Completing their academic curriculum properly. Program chairs, advisors and student affairs personnel will counsel students, but it is the final responsibility of students to know and meet program completion requirements.
4. Adhering to Atrium Health's Workplace Violence Prevention policy (HR 5.18). As such, students are responsible for:
 - a. Respecting the rights of others and treating all with respect and dignity. Disruptive behavior, intimidation or harassment will not be tolerated. Disruptive behavior includes, but is not limited to, inappropriate behavior, sleeping in class or clinical, failure to turn off cell phones or other electronic devices or violating computer restrictions. Intimidation includes, but is not limited to, action or speech that poses a significant danger or threat of harm to person(s) or to property. Harassment relating to race, sex, religion, ancestry, ethnicity, age, sexual orientation, veteran status or disabling condition is inconsistent with the College's commitment to create and maintain a safe educational environment.
 - b. Maintaining healthy and professional physical and emotional behaviors that do not compromise the learning and/or clinical environment, including

compliance with appropriate treatment or counseling within a reasonable period of time.

- c. Refraining from possessing firearms or other weapons. Possession of firearms or weapons is prohibited on campus. The use or possession of firearms while on campus or in a clinical facility will result in immediate dismissal.
5. Maintaining the ability to perform the program's essential functions and participate in class, lab, and clinical.
6. Reporting, in writing to the Dean of Student Affairs and Enrollment Management, any charges, convictions, allegations of unsafe clinical practice as a care giver in a clinical setting, pleas of no contest or prayer for judgment of a criminal offense. Charges of a criminal offense must be reported, in writing, by the next internship, field or clinical study day after the charges are filed. Convictions, pleas of no contest or prayer for judgment must be reported, in writing, within five days of the occurrence. Students are subject to the details of the Advocate Health charges, convictions, or sanctions policy as an agreement of the corporate services contract.
7. Refraining from the use of alcohol, illegal drugs, and other substances which may adversely affect performance while on campus or participating in class, lab, clinical or other college related event. The use or possession of alcohol or illegal drugs while on campus or in a clinical facility will result in immediate dismissal. Students are subject to the detail of the Atrium Health's Drug and Alcohol Use Policy as an agreement of the corporate services contract.
8. Refraining from the use of all tobacco products while on campus. Students are subject to the detail of the Atrium Health policy Tobacco-Free Workplace policy (HR 5.12) as an agreement of the corporate services contract.
9. Respecting and guarding the confidentiality of all patients/patient information in compliance with the Health Insurance Portability and Accountability Act (HIPAA) privacy regulations.
10. Complying with all standards and guidelines outlined in the Carolinas College and Atrium Health Acceptable Use of Technology policies.
11. Maintaining communication with the College and keeping on file with the Registrar's Office a current address and phone number.
12. Maintaining the ability to perform the program's essential functions and participate in class, lab, and clinical.
13. Reporting, in writing to the Dean of Student Affairs and Enrollment Management, any charges, convictions, allegations of unsafe clinical practice as a care giver in a clinical setting, pleas of no contest or prayer for judgment of a criminal offense. Charges of a criminal offense must be reported, in writing, by the next internship, field or clinical study day after the charges are filed. Convictions, pleas of no contest or prayer for judgment must be reported, in writing, within five days of the

occurrence Students are subject to the details of the Atrium Health policy charges, convictions, or sanctions as an agreement of the corporate services contract.

14. Refraining from the use of alcohol, illegal drugs, and other substances which may adversely affect performance while on campus or participating in class, lab, clinical or other college related event. The use or possession of alcohol or illegal drugs while on campus or in a clinical facility will result in immediate dismissal. Students are subject to the detail of the Atrium Health's Drug and Alcohol Use Policy as an agreement of the corporate services contract.
15. Refraining from the use of all tobacco products while on campus. Students are subject to the detail of the Atrium Health policy Tobacco-Free Workplace policy (HR 5.12) as an agreement of the corporate services contract.
16. Respecting and guarding the confidentiality of all patients/patient information in compliance with the Health Insurance Portability and Accountability Act (HIPAA) privacy regulations.
17. Complying with all standards and guidelines outlined in the Carolinas College and Atrium Health Acceptable Use of Technology policies.
18. Maintaining communication with the College and keeping on file with the Registrar's Office a current address and phone number.

Allegations and Sanctions

Perceived violations of the Community Standards policy can be reported by any member of the college community. All violations should be reported to the Dean of Student Affairs and Enrollment Management, who is responsible for investigating the allegations and determining a course of action. The investigation and course of action when students report a potential violation of their rights by a college teammate follow the steps outlined in the Complaints and Academic Appeals policy. The investigation may include interviewing witnesses and other involved parties and reviewing other evidence submitted in support of the allegation. In all cases, the accused student will be informed of the charges and will have the opportunity to respond or explain. The investigation and course of action may lead to the following:

- The allegation has no merit and is subsequently dropped.
- The allegation has merit and is administratively handled by the Dean of Student Affairs and Enrollment Management.
- The allegation has merit and is referred to the Academic, Progression and Graduation (APG) Committee for a formal hearing.

Sanctions may be imposed individually or in combination with other sanctions and may begin at any stage of the continuum depending on the offense. Sanctions up to and including suspension may be imposed by the dean of student affairs or provost in consultation with the program chair. Dismissal will be made only by Academic,

Progression and Graduation Committee (APG) action or when policy mandates (i.e., drug and alcohol violation, firearms violation). The following sanctions are listed in order of severity and represent a standard, but not all-inclusive, response to allegations of merit:

- Temporary dismissal from class: This sanction can be imposed by course faculty on any student who exhibits disruptive behavior. The faculty member may report this behavior to the Dean of Student Affairs and Enrollment Management for further action.
- Letter of warning: This sanction provides official notification of a violation and informs students that continued violations may result in further sanctions.
- Disciplinary counseling: This sanction assures the opportunity for constructive counseling with qualified professionals suggested by the Dean of Student Affairs and Enrollment Management. This sanction may include an alcohol or drug assessment based on the Drug and Alcohol Use policy.
- Action plan: This sanction defines corrective measures and a time frame for meeting the measures.
- Suspension: This sanction temporarily removes the student's access to the campus and/or clinical areas pending the outcome of an APG hearing. APG can maintain a suspension for a specified period of time as a sanction.

Dismissal

This sanction separates the student from the college permanently or for a specified time frame. The student's eligibility and conditions to apply for readmission will be determined at the time of dismissal. The student must surrender their student ID badge within five (5) business days and the director of teaching, learning and technology will be notified to submit an OSR to Atrium Health's Access Control to deactivate access.

Academic Integrity

Academic integrity is a key value of a credible academic community based on honesty and responsibility. Carolinas College reputation and that of its teammates, students and graduates depends on the institutional commitment to academic integrity. All members of the college's community are responsible for creating and maintaining a positive learning and working environment that supports academic integrity. Teammates of the college and all enrolled students are expected to demonstrate academic integrity. Thus, all work created for the college by members of its community must be completed by the individual to whom the work was assigned without unauthorized assistance of any kind.

Faculty members are expected to:

- Understand and comply with this policy.

- Comply with copyright law in the use of others' words, images, and other creative works.
- Clearly communicate the importance of and standards for academic integrity to students, along with course expectations and potential consequences for violations.
- Set reasonable standards for academic integrity in their classes that are clearly defined within the Academic Integrity Statement in course syllabi.
- Clearly communicate information about the use of a plagiarism prevention service in evaluation of student assignments in the Academic Integrity Statement in course syllabi.
- Understand the definitions and examples of plagiarism included in Appendix C of the Academic Integrity policy and adhere to guidelines regarding plagiarism detection and prevention outlined in Appendix D of the same policy.
- Reduce opportunities for students to engage in academic dishonesty with vigilant exam security and proctoring and clear instructions for class projects, assignments, and examinations.
- Fairly, consistently, and professionally evaluate student work based on performance criteria that have been clearly communicated to students.
- Trust students to follow the Academic Integrity policy until there is sufficient evidence of violation. Report suspected violations of academic integrity as defined and outlined in this policy. Students who may have violated academic integrity standards should be confronted with the evidence of an alleged violation; reporting and due process procedures should be carefully followed.
- Fairly evaluate and present accurate and honest evidence regarding potential student violations of academic integrity.
- Treat students with respect throughout any investigations, hearing, or appeal process.

Staff are expected to:

- Understand and comply with this policy in execution of all college work-related projects and assignments.
- Comply with copyright law in the use of others' words, images and other creative works in all college work-related projects and assignments.
- Check written works that are to be published by the college with the college's plagiarism detection and prevention service to ensure all published work is original.
- Clearly communicate information about academic integrity to others as appropriate.
- Provide clear instructions for work projects and assignments to students and other college teammates.

- Monitor student and other teammate compliance with the academic integrity policy.
- Report violations of the academic integrity policy to the appropriate supervisor.
- Treat students with respect throughout any investigations, hearing, or appeal process.

Students are expected to:

- Understand and comply with the Academic Integrity policy and guidelines provided by their faculty members. Review and sign the Honor Code upon entry to the college.
- Review and adhere to the academic integrity statement (Appendix B) provided in each program syllabus.
- Present only their own original work for evaluation by their faculty members.
- Appropriately cite others' words and ideas and creative works.
- Comply with copyright law in the use of others' words, images, and other creative works.
- Comply with faculty members' instructions regarding use of a plagiarism prevention service in completion and submission of course assignments.
- Protect their work from misuse or misrepresentation by others.
- Present accurate and honest evidence regarding potential student violations of academic integrity.
- Accept responsibility for their actions.
- Treat faculty members and college staff members with respect when violations of academic integrity are investigated, heard, or appealed.

Honor Code

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

1. Cheating – Offering, providing, requesting, or accepting unauthorized support or assistance in completion of any task, project, academic assignment, or test. The use or attempted use of any unauthorized information, material, or assistance in completing any assigned task, project, assignment, or test. Having another

person perform one's assignments without instructor permission. Collaborating with others on assignments if contrary to stated rules.

2. Plagiarism – Representing the ideas, language or created work of another person or persons as one's own or as the College's own. (See Academic Integrity policy, Appendix C for specific definition and examples). This includes violation of copyright law.
3. Self-Plagiarism/Multiple Submission – Copying portions of any original assignment for credit and submitting them as original work in more than one course without prior approval of the course instructor and/or duplicating submission of a prior original work without proper citation and reference of that prior work.
4. Falsification/Fabrication - Falsifying information or fabricating information, data, citation, or reference or in completion of any project or academic assignment. Falsification or fraudulent alteration of academic or college records. Falsifying patient records or communicating false information about clinical care or clinical experiences.
5. Interference – Intentional interference with or alteration or destruction of another person's project, assignment, or examination.
6. Complicity – Knowingly collaborating in or facilitating any of the above actions or assisting in the creation of a paper, project, or other creative work that another person then presents as his or her own project, assignment, or test.

Allegations and Sanctions

The alleged level of honor code violation will be determined by the program chair and the faculty/staff member after meeting with the student and presenting the charges and upon consultation with the Provost and Dean of Student Affairs and Enrollment Management.

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

falsifying evidence or data, actively facilitating dishonesty by another student, or a repeat of the same level I or II violations.

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

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

Health Insurance Portability and Accountability Act (HIPAA)

Students who are enrolled in programs with a clinical component are required to comply with the Health Insurance Portability and Accountability Act (HIPAA) privacy regulations and related Atrium Health policies and procedures (collectively, the “Privacy Standards”). Failure to comply with the HIPAA privacy standards will result in disciplinary action. The disciplinary action is based on the severity and context of the violation. All patient complaints involving HIPAA violations by students are investigated by Atrium Health Corporate Privacy, in addition to the investigation conducted at the college. Students enrolled in clinical programs receive HIPAA education upon admission, annually via continuing education modules (ACE Modules), in the classroom.

Clinical Safety

The faculty in clinical programs provide learning experiences so that students can develop and demonstrate competence in the skills necessary to practice in a clinical setting. The student is expected to contribute to the safety and well-being of the patient and practice in the clinical setting in a safe and responsible way towards him/herself, clinical professionals, and the environment. Students may be placed on action plans, disciplined, and/or recommended for dismissal from a program of study for unsafe clinical practices. Unsafe clinical practice is defined as any actions (or lack thereof) that may cause harm to others. This can include failure to assess or act appropriately on information that most students at the same level would recognize as important to patient health and safety. In addition, unsafe clinical practice may be the result of poor judgment, inadequate preparation for patient care, and/or poor decision-making skills that can lead to life-threatening safety violations.

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

- Failing to adhere to college, system and/or facility policies or procedures.
- Exhibiting behavioral problems that result in unsafe clinical practices.
- Exhibiting physical, cognitive, or emotional problems which conflict with safe practices and do not respond to appropriate treatment or counseling within a reasonable time period.
- Requiring an inordinate amount of the instructor's time in the clinical setting, potentially jeopardizing the adequacy of supervision of other students.
- Requiring a significantly longer time than other classmates to perform the same procedures or tasks.
- Possessing a disability for which reasonable accommodations will not prevent unsafe clinical practices.
- Losing access to clinical facility placement.
- Violating the HIPAA policy. Refusing to participate in a clinical facility investigation related to an alleged HIPAA violation or a patient safety matter.
- Refusing to participate in a simulated or virtual clinical experience or an alternative learning activity.

When a safety infraction occurs:

1. The instructor will discuss the issue/event with the student and determine whether the student will remain in the clinical setting.
2. The instructor will notify the clinical coordinator and/or program chair of the incident.
3. For minor infractions, the instructor (and clinical coordinator or program chair, if necessary) will meet with the student to provide counseling and/or develop an action plan with the student.
4. More severe infractions, or repeated minor infractions, may be referred to the Dean of Student Affairs and Enrollment Management for further counseling and/or action planning.
5. Severe infractions, or continued infractions after counseling, may result in a recommendation for dismissal. Recommendations for dismissal are submitted to the provost and Dean of Student Affairs and Enrollment Management and are referred to the Academic, Progression and Graduation (APG) committee for consideration following the Dismissal policy.

Student Employment

During school hours, the student in a clinical setting is under the supervision of faculty or preceptors and is not considered an employee of the clinical facility and must not be substituted for regular staff. Employment in a clinical setting outside school hours is noncompulsory and may not conflict with school hours; credit toward graduation will not

be granted. Neither the college nor the program assumes responsibility for related work performed by students.

Administrative Dismissal

All students, including those in non-credit programs, must behave consistent with the expectations required of practicing professionals. All allegations of the following with recommendations for dismissal will be referred to the APG Committee for determination:

- Violation of the code of conduct.
- Violation of the honor code.
- Exhibition of unsafe clinical practice.

Severe allegations and/or findings may result in immediate dismissal by the Dean of Student Affairs and Enrollment Management.

Complaints and Academic Appeals

Students will not be subject to irresponsible treatment, procedural irregularity, arbitrary decisions, discrimination, or differential treatment. Students are encouraged to voice their concerns about any issue without prejudice, penalty, or recrimination. Concerns can be shared as complaints or appeals. Complaints may be submitted in either verbal or written formats, while appeals must be in writing. The College will investigate written complaints regardless of the source of the complaint. Complaints may also be submitted to accrediting bodies or the NC Attorney General's office. The college will investigate claims or complaints provided by those bodies. Such letters of concern may originate with a complaint from a student, a staff member, a former student, a member of the public or any other source.

Complaints

1. Complaints are generally of an administrative nature and address concerns with procedure, process, or institutional decisions. Complaints about discrimination, harassment, and sexual misconduct, including those related to ADA and Section 504 accommodation compliance, are handled in accordance with the College's Accommodating Special Needs policy. Complaints about administrative decisions will be handled by the Dean of Student Affairs and Enrollment Management or the provost depending on the complaint's nature.
2. Verbal complaints will generally be considered an issue of relatively minor significance or one from which few, if any, negative consequences have resulted or are likely to result. Verbal complaints are considered less formal than written and may be expressed to any member of the staff or faculty. It is expected that staff and faculty will give appropriate attention to such complaints and seek to resolve the verbal complaint at the lowest level of the organization. When necessary, the complaint will be referred to an appropriate leader for further

review. Due to the less formal nature of verbal complaints, students may or may not receive notification of action taken, if any.

3. Written complaints, when signed, are considered formal and will be immediately referred to the appropriate dean or provost, depending on the complaint's nature. Anonymous complaints will generally not be addressed.
 - a. Generally, within one month of receipt of the complaint, the dean or provost will notify the complainant of the status or action taken, if any, as a consequence of the complaint. If investigation or remediation will extend beyond this time, the complainant will be informed of the delay.
 - b. Complaints are resolved administratively. In the rare instance that is not possible or if the complaint is of unique significance, the complaint may be heard by a review committee as described in Section C.
4. In North Carolina, the attorney general's office is the appropriate office with which to file complaints which rise to the state level. To file a complaint with the Consumer Protection Division of the North Carolina Department of Justice, visit the State Attorney General's web page at <http://www.ncdoj.gov/complaint>. North Carolina residents may call (877) 566-7226. Those who live outside North Carolina should call (919) 716-6000. Mail a complaint to:

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

5. For online students, Carolinas College is a member of the State Authorization Reciprocity Agreement North Carolina (SARA-NC), which is the state portal agency for the North Carolinas State Education Assistance Authority. If unable to resolve a complaint at the college level, out-of-state online students have the right to contact the state portal agency, SARA-NC, to submit a complaint.

The contact information for SARA-NC is:

SARA North Carolina
North Carolinas State Education Assistance Authority
PO Box 41349 Raleigh, NC 27629
Telephone: 855-SARA-1-NC (727-2162)
Telephone: 919-549-8614, ext.4667
Email: information@saranc.org
Website: www.saranc.org

6. Complaints of non-compliance with accreditation criteria may be directed to the college using the complaint or grievance process, or directly to an appropriate accrediting agency. The matter, if then brought to the attention of the college, will be investigated as follows:
 - a. Programmatic Accreditation: The complaint will be forwarded to the provost and the appropriate program chair to be investigated. The response to the complaint will be submitted to the appropriate accrediting body as requested, or no longer than 60 calendar days.
 - b. Institutional Accreditation: The president, provost and SACSCOC liaison will review the complaint and develop a plan and timeline for responding. The response to the complaint will be submitted to SACSCOC as requested, or no longer than 60 calendar days.

Academic Appeals

1. Appeals are academic in nature and address concerns regarding formative or summative assessments that negatively impact a student's performance or concerns regarding overall grading policies or practices within a specific course. Academic appeals are submitted when a student seeks to change a decision about an academic matter. The program chair where an academic decision was made is responsible for administering the appeals process. If the program chair made the original academic decision while serving in the role of advisor or faculty member, the provost will administer the appeals process.
2. Procedures for an informal academic appeal:
 - a. Step 1. The student should discuss the matter directly with the faculty member immediately after its occurrence but no later than three business days after receipt of the academic decision.
 - b. Step 2. If no resolution is reached through the first step, or if the student is uncomfortable trying to resolve the issue directly with the faculty member, the student should request informal resolution by the program chair. This step must occur within five business days of the student's receipt of the original academic decision. The program chair does not play a decision-making role; rather, he or she facilitates a resolution when possible.
3. Procedures for a formal academic appeal:
 - a. Step 1. If the student is unable to resolve the issue informally with the faculty member, the student may submit a formal appeal in writing to the program chair within 10 working days of when the student and faculty member met. Some considerations include, but are not limited to:
 - i. Appeals cannot be used to challenge the outcome of academic decisions unless the process by which the decision was reached

- was subject to irresponsible treatment, procedural irregularity, arbitrary decisions, discrimination, or differential treatment.
- ii. Where an appeal claims a factual inaccuracy or challenges the interpretation or application of college policy, it is the responsibility of the student to demonstrate that the decision was clearly in error or that the person who made the decision abused his or her discretion.
 - iii. The determination of whether the student may attend class and/or clinical throughout the appeal process will be made by the college provost in consultation with the Dean of Student Affairs and Enrollment Management when necessary.
- b. Step 2: The student submits a written appeal to the program chair that includes a full description of the academic decision and the basis for the student's appeal for reconsideration based on this policy, a statement of the remedy the student is seeking, the name of the involved faculty member and when the student attempted an informal resolution, and any supporting documents (e.g., syllabus, course assignments, course tests, evaluations of prior learning, etc.). The services of a member of the academic support department will be available to support the student in the appeal process.
 - c. Step 3: The program chair will review the appeal and consult with the faculty member before determining a response. The program chair may ask the faculty member to submit a response to the appeal in writing with necessary supporting documentation. The program chair may consult with other leaders in academic and student affairs depending on the nature and complexity of the appeal. Within 10 working days of receipt of the written appeal, the program chair will reply in writing to the student and shall state and affirm the decision, modify the decision, or overturn the decision. If there is a real or perceived conflict of interest, the program chair will confer with the provost to determine how to proceed.
 - d. Step 4: If the student is dissatisfied with the decision of the program chair, the student may request a formal review by the provost. The student may submit a formal appeal in writing to the provost within 10 working days of receiving correspondence from the program chair. In rare instances, the provost may agree to review the decision if there is evidence of irresponsible treatment, procedural irregularity, arbitrary decisions, discrimination, or differential treatment. In this case and when the interests of justice so require, the provost may decide to have the appeal heard by a review committee.

Title IX Compliance

Carolinas College of Health Sciences does not tolerate sexual harassment (quid pro quo harassment, hostile environment harassment, sexual assault, dating violence, domestic violence, and stalking), discrimination, or retaliation and will endeavor to protect students and teammates from inappropriate actions by others.

The College complies with Title IX of the Education Amendments of 1972, and its implementing regulations, which prohibit sexual harassment and sex discrimination in the College's educational programs and activities. Title IX also prohibits retaliation for asserting claims of sexual harassment and sex discrimination. Concerns or inquiries regarding the application of Title IX regulations may be directed to Ta'Kia Howze, Director of Student Records and Information Management, Title IX Coordinator at 704-468-2129 . Also see "Community Standards" in this publication for more information regarding the college's intolerance for discrimination and harassment. Completion of the annual Title IX training is a requirement for all faculty, staff, and students at Carolinas College.

Academic Information and Records

The college offers programs that lead to a Bachelor of Science degree, Associate of Science degree, Associate of Applied Science degree or a Certificate.

A Bachelor's Degree is awarded for a program of study with a minimum of 120 credit hours, with no fewer than 30 semester hours being completed at Carolinas College. An Associate Degree is awarded for a program of study offered with a minimum of 60 semester hours of credit with no fewer than 15 semester hours in general studies. A certificate is awarded for credit or non-credit courses designed to provide skills necessary for specific employment. The courses may range in completion time from hours up to an academic year. Credit certificate programs are offered with a minimum of 12 credit hours. Typically, general studies courses are not a component of a certificate program.

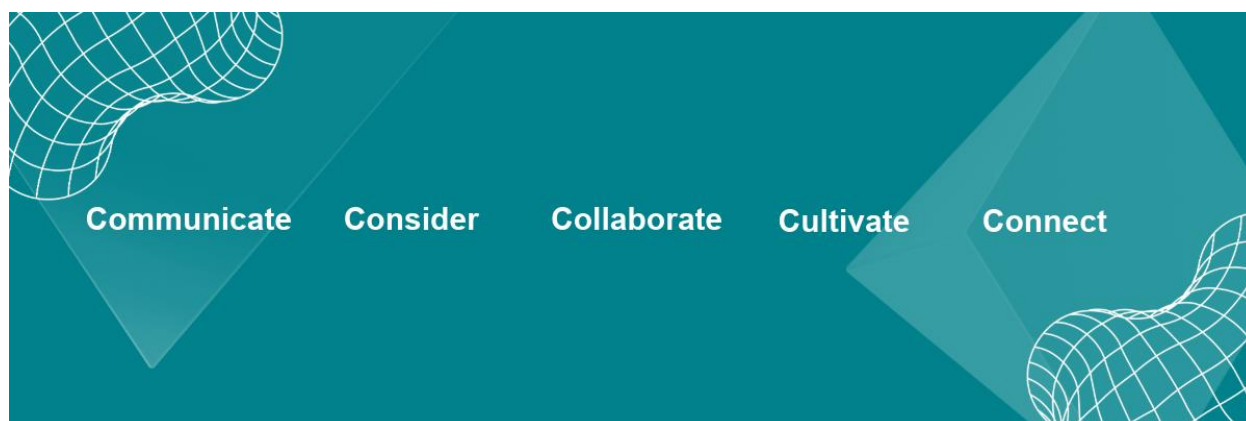
Credit Hours

Contact hours or time on task is the total learning time spent by a student in any course including instructional time as well as the time spent studying and completing course assignments (e.g., reading, writing, research, individual and group projects). Regardless of the delivery method (traditional, in-person, web-enhanced, online, hybrid) of the particular learning activities employed; the amount of learning time in any course should meet the guideline of the Carnegie Unit. A Carnegie Unit is defined as a total of 45 hours for one semester credit (which breaks down to 15 hours of instruction plus 90 hours of student work/study outside of class for a traditional course).

One semester credit hour is equivalent to one of the following online, hybrid, or in-person instructional experiences.

- 45 Didactic contact hours (15 hours of instruction plus 90 hours of student work/study) over term length.
- 45 Laboratory/Clinical contact hours over term length (instruction typically provided by college faculty at designated times).
- 90 Practicum or supervised practice contact hours over term length (instruction typically provided by clinical staff or instructors; coordination of instructional activities provided by college faculty)
- To be considered a full-time student, a student must typically be enrolled for 12 or more semester hours of credit. This generally translates to taking around four or more classes per semester, depending on the credit value of each course.

Institutional Student Learning Outcomes



A complete instructional activities in various learning environments (e.g., classroom, online, laboratory, clinical) to develop skills to prepare them for entry into healthcare and other professions. The work students complete also helps develop important intellectual skills and essential personal and professional behaviors. These important areas of focus are referred to as Institutional Student Learning Outcomes. In addition to understanding and applying a core body of knowledge in their chosen field of study, a Carolinas College of Health Sciences graduate will be able to:

Communicate: Use oral and written communication effectively.

Consider: Integrate theory and evidence to make sound decisions, solve problems, and evaluate results.

Collaborate: Work as an effective team member to achieve objectives.

Cultivate: Engage in professional behaviors to promote self-directed growth.

Connect: Build and maintain relationships with others from various professions, perspectives, and practices.

Quality Enhancement Plan

Carolinas College has developed a Quality Enhancement Plan (QEP) focused on enhancing collaboration and connection among students pursuing different professions, or interprofessional teamwork, to better prepare graduates for the evolving healthcare environment. Interprofessional Education (IPE) has been shown to increase interprofessional collaboration and teamwork between healthcare groups with the result of improved safety and higher quality care for patients. Various IPE activities will be integrated throughout the curriculum of academic programs to ensure that graduates are able to:

- Recognize one's own role and responsibilities and those of other professions in providing effective healthcare.

- Communicate effectively with other health professionals in classroom and clinical settings.
- Collaborate with interprofessional healthcare teams in classroom and clinical settings.

Types of Courses

The college offers three types of courses:

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

The following table identifies general studies courses. Not every course is offered every semester, so students should refer to the current registration bulletin for course availability.

General Education and Special Studies Courses

Communication

COM 120	Interpersonal Communication	3
ENG 101	English Composition	3
ENG 240	Research and Evaluation	3

Humanities/Fine Arts

ENG 231	Early American Literature	3
ENG 235	Film as Literature	3
PHI 201	Ethics	3

Social/Behavioral Sciences

LEA 102	Leadership Development	3
LEA 201	Project Management	3
LEA 211	Quality Management	3
LEA 301	Leadership Styles & Strategies	3

LEA 401	Leading High Performing Teams	3
LEA 450	Leadership Capstone	3
PSY 101	General Psychology	3
PSY 241	Human Growth and Development	3
SOC 101	Introduction to Sociology	3
SOC 225	Social Diversity	3
SOC 232	Social Context of Aging	3
<u>Natural Sciences</u>		
BIO 130	Introduction to Neuroscience	3
BIO 168	Human Anatomy and Physiology I	3
BIO 169	Human Anatomy and Physiology II	3
BIO 200	Microbiology	3
PHS 120	Physical Science	3
Quantitative Reasoning/Mathematics		
MAT 101	College Math	3
MAT 143	Quantitative Literacy	3
MAT 201	Elementary Statistics	3
<u>Major Area Electives</u>		
HEA 109	Health and Wellness	3
HLC 102	Medical Terminology	3

Distance Education Courses

Carolinas College defines distance education as an instructional activity that occurs with a separation of time or space between the student and the instructor. Distance education can include online instruction, simulated instruction, virtual clinical or laboratory instruction, or any other e-learning activities. Courses with distance education components provide the same high-quality instruction for students as traditional on-campus courses. The registration process, fees, and academic credit are the same for distance education courses as for traditional on-campus classes. Students should be comfortable navigating the internet and be prepared to attend mandatory on-campus meetings for course requirements as needed. Students' complete coursework using technology such as email, multimedia, chat rooms and discussion forums, and can access course information (syllabi, handouts, grades) through the learning management system.

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

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

Course Scheduling

The Director of Student Records and Information Management generates the course schedule and registration materials approximately 90 days prior to the first day of classes each semester. Section assignments are generally on a first-come, first-served basis with priority provided to students in a clinical program. Students requesting sections that are full should register for an open section and place their name on the wait list for a possible opening. Student schedules can be viewed online and in printed.

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

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

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

Registration

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

Course Syllabi

The course syllabus outlines the expectations and objectives that must be met in course work, lab, and/or clinical experiences to ensure successful completion of the course. Faculty reserves the right to alter the course requirements, mode of delivery, schedule, and/or assignments based on new materials, class discussions, or other legitimate pedagogical objectives or emergency situations. Students will be given notice of relevant changes in class, via e-mail and/or the college's learning management system. Syllabi for all courses are available in the learning management system.

Plagiarism Detection and Prevention

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

Attendance

Traditional classes offered by the college are designed for class attendance, and it is assumed that students will be present. Students who miss class, regardless of reason, will be responsible for the work missed. Specific course attendance requirements are identified in each course syllabus. Students who are in violation of the specified course attendance policy will be contacted by the faculty member, referred to the student success coordinator for assistance, and/or provided with instructions for withdrawing from the course if necessary. A student may lose access to a course when the number of allowed absences (if stipulated) has been exceeded, or when, in the opinion of the faculty member, the student has missed so much work as to preclude the possibility of successful completion of the class. Unless otherwise specified in the course syllabus, students that lose course access due to attendance will be able to withdraw from the course until the withdrawal deadline. In online and hybrid classes, attendance may be defined by synchronous video meetings, asynchronous recordings, and/or regular weekly completion of assignments. Students must confirm enrollment in online courses by logging in to the course during the first week of classes and completing the first assignment by the specified due date; course syllabi provide specific expectations.

Testing Guidelines

All examinations and tests are property of Carolinas College of Health Sciences and are not to be distributed to individuals outside the program. Guidelines are established by each program in order to ensure academic integrity and enhance the testing environment. Students are expected to comply with faculty requests, established testing guidelines, and technical requirements promptly. Some courses utilize video proctoring which may require students to have a webcam and download the provided software to their personal devices. Courses using video proctoring will require the students to be in a quiet location with reliable internet access and follow the student code of conduct during the recording. Students with documented special accommodation (i.e., additional testing time, small testing room, etc.) are responsible for making the lead instructor of each course aware of individual needs during the first week of each course. Additional specific requirements may be included in each course syllabus.

Clinical Rotations

Completion of clinical rotations is a requirement for clinical programs. Access to clinical sites is governed, in part, by clinical contracts. Access to Atrium Health clinical facilities requires an acceptable criminal background check, negative drug and alcohol screen, and compliance with applicable clinical policies of Carolinas College and Atrium Health. To ensure students will be able to complete programmatic requirements, clinical site availability is evaluated to determine the capacity for program enrollment. In the event a

lack of clinical site availability may impact students' ability to progress, students will be notified immediately. To guarantee clinical placement, the program chair and faculty can implement various changes, including but not limited to:

- Identifying alternate clinical sites
- Adjusting clinical schedules
- Adjusting course schedules
- Adjusting curriculum plans
- Providing online, virtual, or simulated clinical experiences

Grading

The college uses a letter system of grading. Ranges for letter grades are determined by each program and are indicated on each course syllabus or in the program portion of this catalog/handbook. The lowest passing grade in any course in the curriculum is a letter grade of "C." Cumulative scores will be rounded off to the nearest whole number with the raw score of 0.50 or higher being rounded up to the next whole number.

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

A "P" (Pass) may be used in clinical/practicum courses and for non-graded, non-credit certificate courses.

A "W" (Withdrawal) indicates the student withdrew prior to completion of 75% of the course based on the last date of attendance.

The student success coordinator will receive an alert from the director of student records and information management of at-risk ("D" or "F") students during midterm.

Final course grades will be available online for all students at the end of each term. Grades will not be provided over the telephone. Only an error in grade calculation is justification for changing a recorded grade. Special make-up work or an examination to change a grade already recorded is not permitted. Approved changes are communicated by the program chair to the director of student records and information management. A student who believes there is a grade discrepancy should see the faculty member or program chair immediately.

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

Grade	Definition	Quality Points
A	Superior	4.0
B	Commendable	3.0
C	Satisfactory	2.0
D	Deficient, Non-Passing	1.0
F	Fail, Non-Passing	0.0
I	Incomplete	*
P	Pass	*
W	Withdrawal	*
AU	Audit	*
R	Repeat	*
T	Transfer/Testing Credit	*

**Not used in computation of grade point average*

For repeats, the last grade replaces the previous grade in computing the GPA; however, all entries remain a part of the student's permanent record. For students receiving conditional admission through the pre- pathways, only the first attempt at each course will be used to calculate the required GPA.

Auditing

A student may request to audit a course, or an audit may be prescribed. Per the Audit policy, a student must petition to audit a course at the point of registration. Once the class starts, the course designation of 'for credit' or 'audit' cannot be changed. Audits are available only if there is space available. Normal prerequisites apply. Tuition will be the same as those taking the course for credit, and all pertinent fees and policies will apply. If auditing only a portion of a class, tuition is assessed based on a ratio determined by the dean of administrative and financial services. Auditing fees are not covered under the Atrium Health Educational Loan Forgiveness program or other financial aid programs.

Expectations of auditors are determined by the course of faculty. Typically, the auditor is expected to attend class regularly and may or may not be expected to complete assignments. If the expectations are not achieved, the course will not be considered audited. No credit is awarded for an audited class.

Student Action Plans

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

Academic action plans:

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

Administrative action plans: The student demonstrates behaviors (or lack thereof) that violate the student code of conduct or honor code.

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

Withdrawal

A few factors may lead to the decision to withdraw from a program or a course, including difficulty making satisfactory academic progress in the course and/or excessive absenteeism. Students should consult with their advisor or program chair prior to withdrawing to ensure full awareness of the consequences. A withdrawal form must be completed by exiting students. A refund calculation will be performed in accordance with the Refund Policy and Procedure.

Withdrawal from a Course:

Students may add and drop classes at their discretion during the first week of classes. After the first week of class, students must withdraw from a course. Students withdrawing from a course after the first week of class or those withdrawing from their last class must obtain their advisor's signature before submitting the form to the director of student records and information management. A grade of "W" (Withdrawal) is used when a student withdraws from a course when the last date of attendance occurs up to 75% of the course. The deadline for non-punitive withdrawals (75% of the term) will be published in the registration bulletin each semester. Student absence from class does not constitute an official withdrawal, thus failure to withdraw by the established deadline will result in a final grade of "F." When a student withdraws from a course, access to course materials will be terminated.

Withdrawal from the Program/College:

Failure to enroll in courses in alignment with the master curriculum without prior approval of the program chair will be considered an unsuccessful attempt in the master curriculum and will be considered withdrawn from the program and/or the college.

Students withdrawing from the program/college must complete the withdrawal form and obtain the signature of the program chair before submitting the form to the director of student records and information management. Students withdrawing from a healthcare program are eligible to remain in any general studies courses in which they are enrolled. If the student does not choose to do so, the withdrawal will be considered a complete withdrawal from the college. Students who withdraw from the program/college become ineligible for student benefits as of the date of withdrawal and may have to surrender their student ID badge.

Leave of Absence/Withdrawal:

Students may apply for a leave of absence (LOA) when critical factors beyond the student's control make successful course completion impossible or unlikely. Factors may include extended illness, jury duty, military activation, bereavement (spouse, parent, child) or other extenuating circumstances restricting student attendance and successful completion of courses. If the request is for less than one semester and the student is not in academic difficulty (not in progression, on probation, or on an action plan) and there is no resulting grading consequence (i.e., an Incomplete grade), the Registrar, in consultation with the program chair can approve or deny the leave request. If the request is for one semester or more, the student is in academic difficulty, or there is a potential grading consequence for the LOA, the Academic, Progression and Graduation (APG) committee will review the information/documentation provided in support of the request and approve or deny the leave request. Students may request a leave of absence/withdrawal at any point during their enrollment but may not exceed a total of 12 months per program of enrollment. Leave of absence status ensures the student a place in the program if he/she meets all conditions set forth and returns at the agreed upon date. Changes that occur in the curriculum, college policies, or the Atrium Health Loan program will be binding upon the student returning from a LOA/W. Students returning to a clinically based healthcare program must reenter no later than one year from the end of the last successfully completed applied course.

If a student involved in an alleged academic integrity violation or facing other disciplinary issues withdraws from a course, program or the college prior to resolution, continuation of the disciplinary process will be determined by the Dean of Student Affairs and Enrollment Management and provost. If a hearing is not pursued upon the withdrawal of the student, the Dean of Student Affairs and Enrollment Management and provost can reinstate the disciplinary process prior to future readmission or progression. In either case, any disciplinary processes or actions will follow normal due process procedures for the offense.

Satisfactory Academic Progress

Satisfactory academic progress consists of two elements: qualitative, as demonstrated by course grades, and quantitative, as demonstrated by credit hours earned as a percentage of credit hours attempted. A cumulative grade point average (CGPA) of 2.0 ("C") is the minimal measure of academic satisfactory progress toward graduation. Grades earned in courses taken elsewhere are not calculated in the Carolinas College CGPA, even when advanced standing credit is granted. In addition, beginning at the end of a student's second term of enrollment and thereafter, students must successfully complete 50% of the cumulative hours attempted. A grade of A, B or C demonstrates successful completion of a course; a grade of I, W, WF, D or F is not considered successful completion. Transfer credit does count in the calculation of the quantitative measure of satisfactory academic progress.

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

1. The Dean of Student Affairs and Enrollment Management will send a letter alerting the student to his/her probationary status, including sources of academic assistance and consequences of failure to improve. The program chair will also be notified.
2. The grade earned in a class that is retaken replaces the original grade in the calculation of the GPA and CGPA, but both grades are maintained on the transcript. Separate policies govern CGPA for guaranteed or conditional admission purposes.

At the conclusion of the probationary period, the new CGPA is expected to be at or above 2.0 and at least 50% of all attempted credit hours are to have been successfully earned (effective for credit hours attempted after the second term of enrollment and thereafter). If not, the student will generally be academically dismissed. However, if the GPA is still below a 2.0 but the term GPA is 3.0 or higher, the student may be allowed one additional and final term to demonstrate ability to be successful. This "second probation" period must culminate in a CGPA of 2.0 or better, or the student will be academically dismissed. A student placed on second (or extended) probation will be notified in writing of his/her status. No student will be permitted to register for class if reaching a 2.0 CGPA within two semesters of notification is not mathematically possible.

Regulations governing federal financial aid dictate a higher standard for calculation of the quantitative measure of satisfactory academic progress to maintain eligibility for

federal financial aid. Please review the Satisfactory Academic Progress in the Finance and Financial Aid section of this handbook.

Academic Profession and Dismissal

For all programs, the lowest passing letter grade in any course is a “C.”

All students are expected to maintain satisfactory academic progress. Individual programs may have additional requirements. Any additional program requirements may be found in the program syllabus under program progression. Students that fail to meet program progression requirements where applicable may be academically dismissed from the program.

Notification of academic dismissal will come from the Provost. A student who is academically dismissed from a clinical program can request to have their program changed to general studies to remain enrolled and continue taking non-clinical courses.

Student Academic Records

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

Student files are kept in locked, fire-proof areas with limited access. Staff granted access are trained regarding the policies governing the handling and storage of student records. Directory information including name, address, telephone number, e-mail address, date of birth, photograph, dates of attendance, degrees, honors, and awards received, and participation in college activities may be disclosed without the consent of the student. Students may request nondisclosure of directory information by completing a form available from the director of student records and information management. Requests for nondisclosure are valid for one year. In response to an authenticated electronic or signed student request, an official transcript will be issued to the designated institution or person provided financial obligations to the college have been

met. A fee will be charged for each official copy. Transcripts on file from other institutions are not released.

To ensure proper record keeping, students are required to update their address and contact information in the student information system. Name changes require legal documentation and must be submitted to the director of student records and information management. Alumni are encouraged to keep the college informed of their current name, contact information, and professional status.

Dean's List, President's List and Academic Awards

Students in for-credit programs and are enrolled in 6 or more semester hours who receive a grade point average of 3.99 - 3.50 for a semester will be placed on the Dean's List. Certificate will be awarded.

Students in for-credit programs and are enrolled in 6 or more semester hours who receive a grade point average of 4.00 for a semester will be placed on the President's List. Certificate will be awarded.

Students achieving an overall GPA of 3.24 or higher will be recognized at the commencement exercise as graduating with Latin honors of: Summa Cum Laude 4.00 - 3.75 Magna Cum Laude 3.745 - 3.50 Cum Laude 3.495 - 3.24

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

Graduation Requirements

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

Satisfactory completion of all required elective courses in the designated master curriculum is required for graduation and to earn a degree, diploma, or certificate. The satisfactory completion of the requirements will be calculated by the director of student records and information management and reviewed by the APG committee. The student must have attained a grade of "C" or better in each of the curriculum requirements and have a 2.0 or higher cumulative grade point average (GPA); earned a minimum of 25 percent of the required semester hours of credit at Carolinas College and satisfied all financial obligations to the college.

Additional graduation requirements for specific programs can be found in the program-specific sections of the catalog.

Clinical Laboratory Sciences: Histotechnology

Program Mission and Overview

In support of the mission of the college, the mission of the Histotechnology program is to transform lives by educating, engaging and empowering professionals enabling them to function as competent entry-level histotechnologist and serve in leadership, educational and technical roles within the profession.

The Histotechnology program prepares professionals who are competent to perform a full range of histology laboratory techniques and who possess skills in clinical decision-making, regulatory compliance, education, management, quality assurance and performance improvement wherever histology laboratory testing is researched, developed, or performed. The curriculum design integrates didactic lectures, student laboratory training and supervised clinical experience in the histology laboratory of Carolinas Medical Center. The program consists of four courses of study including Basic Histotechniques, Advanced Histotechniques, Histotechnology Clinical Practicum and Professional Issues, which includes education, research design and management. On average during the clinical rotation, the faculty-to-student ratio is one to two.

Philosophy

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

Student Learning Outcomes (NAACLS Entry-Level Competencies)

The histotechnology program prepares professionals who are competent to perform a full range of histology laboratory techniques and who possess skills in clinical decision-making, regulatory compliance, education, management, quality assurance and performance improvement wherever histology laboratory testing is researched, developed or performed. Based on NAACLS Compliance Standards, at completion of the Histotechnology program, students will possess the following entry-level competencies:

- Receiving and accessioning tissue specimens.
- Preparing tissue specimens for microscopic examinations, including all routine procedures.
- Performing more complex procedures for processing and staining tissues, including enzyme histochemistry and immunohistochemistry.

- Assisting with and/or performing gross examination and frozen section procedures in histopathology as well as cytology specimen preparation methods.
- Identifying tissue structures, cell components and their staining characteristics, and relating them to physiological functions.
- Recognizing factors that affect procedures and results and taking appropriate action within predetermined limits when corrections are indicated.
- Developing, testing, implementing, evaluating and selecting new techniques, procedures, instruments and methods in terms of their usefulness and practicality within the context of a given laboratory's personnel, equipment, space and budgetary resources.
- Making decisions concerning the results of quality control and quality assurance measures and instituting proper procedures to maintain accuracy and precision.
- Confirming abnormal results, verifying quality control procedures, executing quality control procedures and developing solutions to problems concerning the generation of laboratory data.
- Establishing and performing preventative and corrective maintenance of equipment or instruments, as well as identifying appropriate sources for repair.
- Establishing and performing preventative and corrective maintenance of equipment or instruments, as well as identifying appropriate sources for repair.
- Exercising and applying principles of safety, management and supervision.
- Demonstrating professional conduct and interpersonal communication skills with patients, laboratory personnel, other health care professionals and with the public.
- Recognizing and acting upon individual needs for continuing education as a function of growth and maintenance of professional competence.
- Recognizing the responsibilities of other laboratory and healthcare professionals and interacting with them with respect for their jobs and patient care.
- Leading supportive personnel and peers in their acquisition of knowledge, skills and attitudes; and providing leadership in educating other health personnel and the community.
- Applying principles of education methodology.
- Applying principles of current information systems.
- Applying principles of in-situ hybridization, plastic and electron microscopy.

At entry-level, the Histotechnologist will have the following basic knowledge and skills in:

- Application of safety and governmental regulations and standards as applied to histotechnology.
- Principles and practices of professional conduct and the significance of continuing professional development.

- Communication sufficient to serve the needs of patients, the public and members of the healthcare team.
- Principles and practices of administration, supervision and safety as applied to histotechnology.
- Education techniques and terminology sufficient to train/educate users and providers of laboratory services.

Curriculum

Course		Credits
HTL 430	Professional Issues I*	1
HTL 440	Professional Issues II*	2
HTL 410	Basic Histotechniques	7
HTL 420	Advanced Histotechniques	7
HTL 450	Histotechnology Practicum	6
Total		23

*Professional Issues includes professional development, education, management, research design and analysis.

Certificate Requirements	Credits
Applied Courses	23
Total	23

Clinical Practicum Location

Atrium Health – Carolinas Medical Center (CMC)

Weekly Schedule

Students enrolled in the histotechnology program spend five days per week in lecture, student and clinical laboratories or other assigned areas. Typical hours of instruction are Monday and Friday, 8:30 a.m. to 5:00 p.m. (online, off-campus); Tuesday through Thursday 8:30 a.m. to 2:30 p.m. (on-campus) Clinical rotations vary and may include early morning and second shift hours.

Attendance

Promptness, attendance, and participation are expected. Punctuality is very important, and notification of absences or tardiness is mandatory. Students are required to be on time, present, and actively participating in all seated and online (Zoom, video and audio are required) class sessions, on-campus student labs, and clinical assignments.

Students may jeopardize their ability to successfully pass a course if they are not on time, present, and actively participating in class sessions, student labs, and clinical rotations. Students are responsible for missed assignments. Faculty members keep an official attendance record in each course. The following are additional guidelines in regards to attendance and participation:

- Students must notify the course faculty member and the program chair, and when applicable the clinical preceptor, at least one hour prior to the course or clinical start time for any absence or tardiness. If a student is absent without proper notification more than one time, the student may be recommended for dismissal from the program.
- Promptness, attendance, and participation are documented and incorporated in the student's affective grade in each course and may be included on any future job references the faculty or program chair writes for the student.
- Students are responsible for accurately and legibly recording time in and time out each day in the clinical area.

Grading Policy

The Histotechnology program uses the following numerical grade ranges for the final letter grade of each course:

A:	100 – 94	
B:	93 – 87	
C:	86 – 80	
D:	79 – 73	Deficient, non-passing
F:	Below 73	Failing, non-passing

Students must maintain a "C" average or above in each course. Any student who has an average below 80 at midpoint of the course will be required to develop an action plan in conjunction with the education coordinator and/or program chair.

Academic support is available through the Student Success Center. Faculty members or the program chair can refer students experiencing difficulty to the Student Success Center for assistance.

Failure to achieve a course average of 80 or above by the end of the course will result in course failure and academic dismissal from the program. Psychomotor and affective evaluations constitute a percentage of the student's cumulative grade in each course. Any student who has a consistent problem meeting the psychomotor or affective objectives will be placed on an action plan and if the unacceptable behavior or attitude persists, the student may be recommended for dismissal from the program.

Grade of Completion

Graduates of the program receive a certificate in Histotechnology and are eligible to take the Histotechnology (HTL) American Society for Clinical Pathology (ASCP) Board of Certification examination to become nationally certified. Graduation and receipt of certificate are not contingent upon passing a certification exam.

Clinical Laboratory Sciences:

Medical Laboratory Science

Program Mission and Overview

In support of the mission of the college, the mission of the Medical Laboratory Science program is to transform lives by educating, engaging and empowering professionals enabling them to function as competent entry-level medical laboratory scientists and serve in leadership, educational, and technical roles within the profession.

The curriculum is designed to develop critical thinking skills by integrating theoretical concepts with clinical laboratory training. The program consists of six courses containing didactic lectures and supervised education in the clinical laboratories of chemistry, hematology, immunohematology, immunology, microbiology, and professional issues which include professional development, education, research design, management, and phlebotomy. In each course, a designated faculty member is responsible for curriculum development, instruction, and evaluation of student progress. The courses include didactic lectures, student laboratory training, and clinical experiences. Didactic lectures and student laboratory training take place at Carolinas College, with clinical experiences conducted in the laboratories of Carolinas Laboratory Network. On average, during the clinical rotations the faculty/ student ratio is one to two.

Philosophy

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

Student Learning Outcomes (NAACLS Entry-Level Competencies)

The Medical Laboratory Science program prepares professionals with entry-level competencies necessary to perform the full range of clinical laboratory tests in the areas of clinical chemistry, hematology/hemostasis, immunology, immunohematology/transfusion medicine, microbiology, urine and body fluid analysis, laboratory operations and other emerging diagnostics, and play a role in the development and evaluation of test systems and interpretive algorithms.

The medical laboratory scientist will have diverse responsibilities in areas of analysis and clinical decision-making, regulatory compliance with applicable regulations, education and quality assurance/ performance improvement wherever laboratory testing is researched, developed or performed. The Medical Laboratory Science program curriculum is designed to develop these skills at entry-level by integrating theoretical

concepts with clinical laboratory training. Upon completion of the Medical Laboratory Science program, students will have basic knowledge and skills in:

- Application of safety and governmental regulations and standards as applied to clinical laboratory science.
- Principles and practices of professional conduct and the significance of continuing professional development.
- Communication sufficient to serve the needs of patients, the public and members of the healthcare team.
- Principles and practices of administration and supervision as applied to clinical laboratory science.
- Educational methodologies and terminology sufficient to train/educate users and providers of laboratory services.
- Principles and practices of clinical study design, implementation and dissemination of results.
- Pre-analytical, analytical and post-analytical components of laboratory services. This includes principles and methodologies, performance of assays, problem-solving, troubleshooting techniques, interpretation and evaluation of clinical procedures and results, statistical approaches to data evaluation, principles and practices of quality assurance/quality improvement and continuous assessment of laboratory services for all major areas practiced in the contemporary clinical laboratory.

Curriculum

	Course	Credits
MLS 410	Hematology/Coagulation/Clinical Microscopy	7
MLS 420	Immunohematology (Blood Bank)	8
MLS 430	Clinical Microbiology	9
MLS 440	Clinical Chemistry	8
MLS 450	Clinical Immunology	4
MLS 460	Professional Issues I*	1
MLS 461	Professional Issues II*	2
MLS 462	Professional Issues III*	1
MLS 470	MLS Practicum (Seated Students)	4
MLS 471	Hematology Practicum (Hybrid Students)	1
MLS 472	Immunohematology Practicum (Hybrid Students)	1
MLS 473	Microbiology Practicum (Hybrid Students)	1
MLS 474	Chemistry Practicum (Hybrid Students)	1
	Total	44

*Professional Issues covers the following topics: Professional Development, Education, Research Design and Analysis, Management, and Phlebotomy.

Clinical Practicum Location

- Atrium Health - Carolinas Medical Center (CMC)
- Atrium Health - Mercy
- Atrium Health - Core Lab
- Atrium Health - Pineville

Weekly Schedule

Students enrolled in the Medical Laboratory Science program spend five days a week in lecture, student and clinical laboratories or other assigned areas. The general hours of instruction are 7 a.m. to 3:30 p.m., Monday through Friday with a mixture of on-campus and off-campus (online) learning. Clinical rotations include first and second shift hours.

Attendance

Promptness, attendance, and participation are expected. Punctuality is very important, and notification of absences or tardiness is mandatory. Students are required to be on time, present, and actively participating in all seated and online (Zoom, video and audio are required) class sessions, on campus student labs, and clinical assignments.

Students may jeopardize their ability to successfully pass a course if they are not on time, present, and actively participating in class sessions, student labs, and clinical rotations. Students are responsible for missed assignments. Faculty members keep an official attendance record in each course. The following are additional guidelines in regards to attendance and participation:

- Students must notify the course faculty member and the program chair, and when applicable the clinical preceptor, at least one hour prior to the course or clinical start time for any absence or tardiness. If a student is absent without proper notification more than one time, the student may be recommended for dismissal from the program.
- Promptness, attendance, and participation are documented and incorporated in the student's affective grade in each course and may be included on any future job references the faculty or program chair writes for the student.
- Students are responsible for accurately and legibly recording time in and time out each day in the clinical area.

Grading Policy

The Medical Laboratory Science program uses the following numerical grade ranges for the final letter grade of each course:

A:	100 – 94	
B:	93 – 87	
C:	86 – 80	
D:	79 – 73	Deficient, non-passing
F:	Below 73	Failing, non-passing

Students must maintain a “C” average or above in each course. Any student who has an average below 80 at midpoint of the course will be required to develop an action plan in conjunction with the course faculty and/or program chair.

Academic support is available through the Student Success Center. Faculty members or the program chair can refer students experiencing difficulty to the Student Success Center for assistance.

Failure to achieve a course average of 80 or above by the end of the course will result in course failure and academic dismissal from the program. Psychomotor and affective evaluations constitute a percentage of the student’s cumulative grade in each course. Any student who has a consistent problem meeting the psychomotor or affective objectives will be placed on an action plan and if the unacceptable behavior or attitude persists, the student may be recommended for dismissal from the program.

Certificate of Completion

Graduates of the program receive a certificate in medical laboratory science and are eligible to take the Medical Laboratory Scientist (MLS) American Society for Clinical Pathology (ASCP) Board of Certification Examination to be nationally certified. Graduation and receipt of certificate is not contingent upon passing a certification exam.

Awards and Recognition

In addition to other awards given by the college, the Medical Laboratory Science program may present two awards. The Charles U. Mauney Microbiology Scholastic Award is awarded annually to the graduating student with the highest GPA in the clinical microbiology course. The Spirit of Excellence Award is awarded if a graduating student demonstrates excellence in clinical performance, service to the community, leadership potential and scholastic achievement as determined by program faculty.

Clinical Laboratory Sciences:

Non-Credit Course Offerings

The Clinical Laboratory Sciences department provides innovative non-credit training solutions for healthcare professionals. Courses are offered with clinically relevant skills and practical applications to enhance the care of patients. Participants can gain hands-on experience to prepare them for entry into a health professions career, prepare for certification examinations or enhance their skill set for advancement.

Phlebotomy

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

The second half provides the clinical experience in which students are assigned to a variety of healthcare settings to develop skills necessary to perform successful phlebotomy procedures. Times and locations will vary based on the availability of clinical sites. Clinical rotations utilize inpatient and outpatient laboratory facilities of Atrium Health.

Student Learning Outcomes (NAACLS Entry-Level Competencies)

At entry level, the phlebotomist will possess the following entry level competencies:

- Identify components of the healthcare delivery system and the services each provides.
- Identify each department within the laboratory, list tests, and corresponding pathologic conditions associated with each department.
- Apply knowledge of infection control and safety in the workplace
- Demonstrate basic understanding of the anatomy and physiology of body systems and anatomic terminology.
- Utilize computers, information systems and other technology related to job duties and responsibilities.
- Demonstrate basic understanding of age specific or psycho-social considerations involved in the performance of phlebotomy procedures on various age groups of patients.
- Demonstrate basic understanding of the importance of specimen collection and specimen integrity in the delivery of patient care.

- Identify and report potential pre-analytical errors that may occur during specimen collection, labeling, transporting and processing.
- Demonstrate knowledge of phlebotomy collection equipment, various types of additives used, special precautions necessary and substances that can interfere with clinical analysis of blood constituents.
- Perform standard operating procedures to collect specimens via venipuncture and capillary (dermal) puncture.
- Explain the collection of non-blood specimens, such as urine, stool, sputum, throat or other in order to instruct patients, process handle non-blood specimens.
- Perform specimen requisitioning and processing.
- Transport specimens following safety regulations, predetermined criteria and standard protocol.
- Explain quality assurance and quality control in phlebotomy.
- Communicate professionally (verbally and nonverbally) in the workplace.
- Perform waived and POCT procedures as established using standard protocol and predetermined criteria for testing and quality assurance.

Clinical Practicum Location

(Subject to Change)

- Atrium Health - Carolinas Medical Center (CMC)
- Atrium Health - Carolinas Medical Center – Mercy
- Atrium Health - Pineville
- Atrium Health - University
- Atrium Health Carolinas Medical Center Reference Lab locations and Patient Service Centers (PSC)
- Children's Specialty Center
- CMC-Morehead Medical Plaza P
- SC Kenilworth
- PSC Northeast Gateway
- PSC Northeast Medical Arts
- PSC Pineville Medical Plaza
- PSC Steele Creek
- PSC University Medical Park
- Union West Patient Service Center

Physician Offices

- Carmel Family Physicians
- Mecklenburg Medical Group Steele Creek
- Mecklenburg Medical Group Ballantyne

- Mecklenburg Medical Group Carolina Lakes
- Randolph Internal Medicine
- Riverwood Medical Associates

Attendance

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

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

Grading Policy

The Phlebotomy program uses the following numerical grade range for course grades:

A:	100 – 92	
B:	91 – 84	
C:	83 – 77	
D:	76 – 70	Deficient, non-passing
F:	Below 69	Failing, non-passing

All students must have a grade average equal to at least a "C" (77) for the didactic section and demonstrate satisfactory performance in all components of the student lab section to advance to the clinical training section. Students will be evaluated periodically during the course and an action plan will be developed as necessary to ensure student success. The final course grade is based on a combination of the didactic grade and the clinical rotation grade. The clinical rotation evaluation, completed by site instructors, is both skill-based and affective. Graduates receive a certificate which is not contingent upon passing a licensure or certification exam.

Certificate of Completion

Graduates of the program receive a certificate in phlebotomy and are eligible to take the Phlebotomy (PBT) American Society for Clinical Pathology (ASCP) Board of Certification Examination to be nationally certified. Graduation and receipt of certificate is not contingent upon passing a certification exam.

Specialist in Blood Bank Technology/Transfusion Medicine

This non-credit, 12-month, online Specialist in Blood Bank Technology/Transfusion Medicine (SBBT/TM) program is for individuals currently employed in the blood bank

field. The program utilizes a web-based course management system to deliver didactic content. Students are not required to travel to campus. All lectures, assignments and cognitive examinations are completed online. Clinical checklists are completed at clinical sites (blood center, transfusion service and reference lab) contracted by the students. Students enrolled in this program take three courses: SBB 010, SBB 020, and SBB 030. SBB 010 is offered during the Fall semester, SBB 020 is offered during the Spring semester, and SBB 030 is offered during the Summer semester. Students must successfully complete SBB 010 to move to SBB 020 and SBB 020 must be completed successfully to move to SBB 030. Upon successful completion of all courses in the program, graduates are awarded a certificate of completion. Graduation and receipt of certificate is not contingent upon passing a certification or licensure exam.

The SBBT/TM curriculum is designed to prepare students to assume positions as technical specialists in the field of blood banking and to take the Specialist in Blood Banking (SBB) national exam administered by the American Society of Clinical Pathology (ASCP). Completion of the Carolinas College SBBT/TM program does not allow graduates to sit for the ASCP exam following Route 1. Individuals interested in the ASCP SBB exam should visit the ASCP website for details on eligibility requirements following Route 2 for SBB certification.

Program Goals

To develop and maintain a master curriculum that prepares graduates:

- To be competent entry-level Specialists in Blood Bank Technology/Transfusion Medicine.
- Who possess the cognitive knowledge necessary to successfully pass the American Society of Clinical Pathology (ASCP) Specialist in Blood Banking (SBB) Board of Certification (BOC) exam.

Attendance

Students taking the online SBBT/TM program must have good time management skills, be self-motivated and organized. Weekly online classroom participation is expected and graded as outlined in the course syllabi.

Grading Policy

The Specialist in Blood Bank Technology/Transfusion Medicine program uses the following numerical grade range for course grades:

- A: 100 – 90
- B: 89 – 80
- C: 79 – 70
- D: 69 – 60 Deficient, non-passing
- F: Below 60 Failing, non-passing

Certificate of Completion

Certificates of completion will be emailed or mailed to those completing both courses in the program with a passing grade.

Diagnostic and Imaging Sciences:

Neurodiagnostic Technology

Program Mission and Overview

In support of the mission of the college, the mission of the Neurodiagnostic Technology program is to transform lives by educating, engaging and empowering professionals enabling them to function as competent diagnostic technologists. The Neurodiagnostic Technology Program enrolled its inaugural class in the spring 2020 term. The program can be completed as a one-year certificate or a two-year associate degree program. The Neurodiagnostic Technology Program teaches students to record electrical activity in the brain, central nervous, autonomic and peripheral nervous systems and is used in the diagnosis and treatment of brain diseases. Instruction is provided in a hybrid format that includes online coursework and face-to-face clinical and laboratory experiences. The program prepares graduates for entry-level clinical roles in Electroencephalography (EEG) and provides introductory concepts for Nerve Condition Studies (NCS), Evoked Potentials (EP) and Polysomnography (PSG).

Student Learning Outcomes

The student learning outcomes are designed to enhance integration of cognitive theory with psychomotor skills development. The program student learning outcomes reflect the psychomotor skills, cognitive knowledge and affective attitudes students will acquire and enhance as a result of didactic, hands-on laboratory and clinical experiences offered in the program. As measured by course-specific assessments (e.g., written exams, course discussions, analysis of case studies), demonstration of skill competencies in laboratory settings, and regular clinical evaluations, students will:

- Understand fundamental concepts in neuroscience and how they relate to various disease conditions (cognitive domain).
- Correctly operate neurodiagnostic equipment (psychomotor domain).
- Precisely obtain appropriate recordings using various technologies (psychomotor domain).
- Accurately interpret and evaluate various neurodiagnostic tests in laboratory and clinical settings (cognitive domain).
- Apply theoretical knowledge to neurodiagnostic techniques and related disease conditions (cognitive domain).
- Practice patient-centered care in accordance with the ethical and legal framework of the neurodiagnostic technologist (affective attitude).
- Explain measurements, techniques and results related to neurodiagnostic testing to healthcare team members (affective attitude).
- Effectively work as a member of the healthcare team (affective attitude).

Curriculum

Neurodiagnostic Technology Certification		
Fall Semester		Credits
BIO 168	Anatomy and Physiology I	4
NDT 101	Fundamentals of Neurodiagnostic Technology	8
NDT 102	Neurodiagnostic Technology Clinical I	5
Total		17
Spring Semester		Credits
NDT 151	Applied Neurodiagnostic Technology	7
NDT 152	Neurodiagnostic Technology Clinical II	5
HLC 102	Medical Terminology	2
Total		14
Summer Semester		Credits
NDT 201	Advanced Neurodiagnostic Techniques	7
NDT 202	Neurodiagnostic Practicum I	4
Total		11
Total Certificate Requirements		Credits
Total General Studies Courses		6
Total Neurodiagnostic Technology Courses		36
Curriculum Total		42

Associate of Applied Science*		Credits
MAT 143	Quantitative Literacy	3
ENG 101	English Composition	3
PSY 101	General Psychology	3
HLC 102	Medical Terminology	2
HUM XXX	Humanities Elective	3
COM 120	Interpersonal Communication	3
SOC SCI ELE	Social Science Elective	3
Total Associate of Applied Science Degree Requirements		Credits
Total General Studies Courses		24
Total Neurodiagnostic Technology Courses		36
Curriculum Total		60

*Additional online courses required.

Clinical Facilities

The major clinical facility for the program is Atrium Health - Carolinas Medical Center (CMC). Other sites including all Atrium Health facilities, Atrium Health Wake Forest Baptist hospitals and all Novant Health facilities will be utilized as appropriate.

Attendance and Participation

Promptness, attendance and participation are expected. Punctuality is very important and notification of absences or tardiness is mandatory. Students are required to be on time for class and attend lectures, student labs and clinical assignments. Students may jeopardize their ability to successfully pass a course if they are not present and on time for class and clinical rotations. Faculty members keep an official attendance record in each course. The following are additional guidelines with respect to time and attendance:

- Make-up work/time for assignments missed is the responsibility of the student and at the discretion of the program chair and clinical faculty.
- Students must notify the course faculty member, and when applicable the clinical preceptor, at least one hour prior to the course or clinical start time for any absence or tardiness. If a student is absent without proper notification more than one time, the student may be recommended for dismissal from the program.
- Students are responsible for accurately recording their time during practicum rotation.
- Peer-to-Peer simulation will be utilized to provide enough exposure to measurably improve both competence and confidence. Student participation is required to successfully complete the program.

Grading Policy

The Neurodiagnostic Technology Program uses the following numerical grade ranges for the final letter grade of each course:

A:	100 – 94	
B:	93 – 87	
C:	86 – 80	
D:	79 – 73	Deficient, non-passing
F:	Below 73	Failing, non-passing

Students must maintain a “C” average or above in each course. Any student who has an average below 80 at midpoint of the course will be required to develop an action plan in conjunction with the faculty and/or program chair.

Academic support is available through the Student Success Center. Faculty members or the program chair may refer students experiencing difficulty to the Student Success Center for assistance.

Failure to achieve a course average of 80 or above by the end of the course will result in course failure and the student to enter into academic progression as stated in the program’s **Grading, Academic Progression and Reinstatement Policy**. Psychomotor

and affective evaluations constitute a percentage of the student's cumulative grade in each course. Any student who has a consistent problem meeting the psychomotor or affective objectives will be placed on an action plan and if the unacceptable behavior or attitude persists, the student may be recommended for dismissal from the program. The college APG committee will consider any persistent academic performance issues referred by the faculty.

Certificate of Completion

With completion of established ABRET requirements, graduates will be eligible to take professional certification examinations administered by the American Board of Registration of Electroencephalographic and Evoked Potential Technologists (ABRET).

NDT Program Progression

If a student is unsuccessful during the first semester in a didactic or clinical course, they will be academically dismissed from the college according to the progression and reinstatement policy. If the student is interested in rejoining the program, they may reapply for the program to be considered for a future cohort.

The lowest passing grade for programmatic courses is a 'C' letter grade. According to the program syllabus, a student must achieve 80% or higher to be successful in a neurodiagnostic technology course. The instructor will review final course grades and a score of 79.5-79.99% will be rounded to 80% and the student will receive a 'C' as the final course grade. If a student's final didactic course grade is between 79.45-79.49%, the student will be provided with one opportunity to complete an additional assignment in the course to progress to the next semester. This opportunity is only available for a didactic course and may only be available once during the duration of the program. The assignment offered will be developed at the course's lead instructor's discretion and due within one (1) week of the final exam. The student will receive an 'I' (incomplete) in SONIS until the additional assignment has been submitted and graded.

If a student is unsuccessful in a didactic or clinical course during the second or third semester, the student will schedule a meeting with the program chair and advisor to develop a progression plan within one week of the end of the semester. A student is only allowed one unsuccessful attempt in a didactic or clinical course during semesters two and three. The progression plan will outline the necessary courses required to complete the Associate of Applied Science degree or certificate in Neurodiagnostic Technology and the timeline for the courses along with any remediation deemed necessary for the student's overall success. The progression plan will include specific requirements which must be achieved by the student by the deadline agreed upon. If the requirements of the progression plan are not met, the student will be academically dismissed from the program.

Progression Plan will include a minimum of the following:

- Complete general education courses required for the associate of applied science degree or certificate in neurodiagnostic technology (if applicable).
- Successfully complete the most recent clinical competency evaluation with the instructors to ensure compliance with the syllabi expectations of maintaining competency in previously taught material. The student will be given an opportunity to practice in the lab and review with clinical faculty before re-entering the clinical environment.
- Participate in the previous semester's clinical course to reacclimate to the clinical environment and begin completing any competencies the student had previously successfully achieved. When a student resumes program instruction, they are required to achieve competency on all previously completed evaluations completed during their time in the program to remain compliant with clinical practicum syllabi statement, **"Students are responsible for maintaining proficiency in all neurodiagnostic procedures previously taught. Periodic evaluation by a clinical preceptor will ensure the student is maintaining the necessary clinical skills. A student who does not maintain clinical competency may be removed from the clinical environment and receive an unsatisfactory rating."**

To help with the student's overall success, the student will be given the opportunity to remediate didactic courses and sit for the final exam of the courses they completed, to provide a baseline of retained knowledge. A concept review will be available on areas deemed necessary by faculty.

The student must meet with the program chair and advisor prior to completing the progression plan and retaking the course. Before registering for programmatic courses, the program chair will verify the student meets the 2.0 GPA minimum program requirement. The student will be given the opportunity to ask questions and seek clarification before registering for the semester.

If the student does not schedule a meeting with the chair within the time allotted for the initial meeting or the final progression meeting, the student will be academically dismissed and if the student is interested in rejoining the program, they may reapply to the program to be considered for future cohort.

Diagnostic and Imaging Sciences: Radiologic Technology

Program Mission and Overview

Carolinas College of Health Sciences Radiologic Technology Program engages, educates, and provides graduate technologists with a foundation in the performance of entry-level diagnostic procedures in a variety of healthcare settings.

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

Philosophy

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

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

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

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

Mission, Goals and Expected Student Outcomes

Goal 1: Students will be clinically competent.

Student Learning Outcomes:

- SLO 1: Students will demonstrate knowledge of radiographic positioning and techniques.

- SLO 2: Students will practice radiation protection and safety for the patient, self and others.

Goal 2: Students will develop effective written and oral communication skills.

Student Learning Outcomes:

- SLO 1: Students will demonstrate effective written and oral communication skills in clinical performance.
- SLO 2: Students will demonstrate effective written and oral communication skills in didactic performance.

Goal 3: Students will develop critical thinking skills.

Student Learning Outcomes:

- SLO 1: Students can adjust exposure factors and vary positioning techniques for a variety of patient conditions to maintain radiographic quality.
- SLO 2: Students can evaluate radiographic images for appropriate positioning and image quality.

Curriculum

Fall Semester		Credits
RAD 101	Introduction to Patient Care (Fall I –7-Week Course)	2
RAD 110	Applied Radiography I	4
RAD 115	Introduction to the Clinical Environment (Fall II- 7-Week Course)	1
BIO 168	Human Anatomy and Physiology	4
MAT 143	Quantitative Literacy	3
Total		16
Spring Semester		Credits
RAD 130	Applied Radiography II	4
RAD 135	Practicum Education I	2
RAD 140	Radiation Physics	4
BIO 169	Human Anatomy and Physiology II	4
ENG 101	English Composition	3
Total		17
Summer Semester		Credits
RAD 150	Applied Radiography III	3
RAD 155	Practicum Education II	3
RAD 160	Imaging I	2
COM 120	Interpersonal Communication	3
Total		11

Fall Semester, Second Year		Credits
RAD 210	Applied Radiography IV	3
RAD 215	Practicum Education III	4
RAD 220	Imaging II	4
<i>HUM XXX</i>	<i>Humanities Course</i>	3
Total		40
Spring Semester, Second Year		Credits
RAD 230	Applied Radiography V	3
RAD 235	Practicum Education IV	4
RAD 240	Radiation Protection	4
<i>SOCSCI XXX</i>	<i>Social Sciences Course</i>	3
Total		14
Degree Requirements		Credits
Radiologic Technology Applied Courses		47
General Studies (denoted by italics above)		23
Special Studies & Elective Courses		2
Total		72

Clinical Facilities

The following are the major clinical facilities for the Radiologic Technology program:

- Atrium Health Carolinas Medical Center (CMC)
- Atrium Health University City
- Atrium Health Myers Park
- Atrium Health Mercy
- Atrium Health Musculoskeletal Institute – Pineville
- Atrium Health Musculoskeletal Institute – Ballantyne
- Atrium Health Musculoskeletal Institute – Randolph Road
- Atrium Health Pineville
- Atrium Health Steele Creek
- Atrium Health Waxhaw
- Atrium Health Concord Mills Urgent Care
- Atrium Health Lemmond Farms Urgent Care
- OrthoCarolina Ballantyne
- OrthoCarolina Matthews
- OrthoCarolina Pineville

Other sites are added as approved by the JRCERT.

Practicum/Lab Attendance

Practicum and/or lab experiences are provided each semester to allow students the opportunity to correlate theory with the actual performance of radiologic imaging

procedures. Students are expected to attend all scheduled assignments and are required to attend a minimum number of hours of clinical and lab each semester as specified in the syllabus. The clinical coordinator or course faculty may make exceptions in extreme circumstances.

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

Clinical Assignments/Preparation

The clinical rotation schedule is posted for each clinical practicum course. Specific assignments to clinical areas/sites are made to provide the student with a variety of experiences in a variety of settings. Students receive a clinical notebook prior to each course with specific guidelines outlining the clinical requirements and objectives for the semester. Students are expected to prepare for clinical assignments. Students are responsible for maintaining proficiency in all imaging procedures and clinical skills previously taught. Periodic evaluation by the clinical preceptor will ensure the student is maintaining the necessary clinical skills. A student who does not maintain clinical competency may be removed from the clinical environment and receive an unsatisfactory clinical score. Clinical/didactic assignments may be scheduled Monday through Friday between the hours of 7:00 a.m. and 9:00 p.m.

Competency Evaluation/Skills

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

Competency/skills requirements are identified in the clinical notebook. Students must demonstrate competence in all 36 mandatory radiologic procedures and 15 of the 35 elective procedures established by the ARRT. All procedures should be performed on patients, but only a total of 10 imaging procedures may be simulated. The ARRT has identified the imaging procedures eligible for simulation. Students must be CPR certified and demonstrate competency in general patient care activities. All competency demonstrations, patient care skills and clinical education will be performed under the direct supervision of a registered radiologic technologist. To ensure that each student is actively participating in radiographic examinations and obtaining educational experience beyond the core competencies, the student is required to obtain a minimum number of competencies each semester to receive a satisfactory clinical score.

The following student behaviors are necessary to be considered competent in an imaging procedure or skill:

- Clearly demonstrate an understanding of the principles and rationale for performing the radiologic imaging procedure or skill.
- Competently demonstrate how the radiologic imaging procedure or skill is performed within a specified time frame.
- While performing the radiologic imaging procedure or skill, identify patient care responsibilities such as communication, safety, and legal and ethical issues.
- Clearly demonstrate radiation safety principles in all assigned tasks and rotations.

Clinical Education

Clinical conferences are scheduled periodically throughout the semester. The purpose of the conference is to assist the student in synthesizing information presented in lecture, lab, and clinical. Self-evaluation by the student is required. Each student will receive feedback, verbally and in writing throughout the semester. The clinical conference serves as a means for discussing and documenting strengths, weaknesses, and progress of the student in meeting the clinical requirements and objectives.

If the student is having difficulty or is unsatisfactory at any time, the faculty member and the student will develop an action plan. The action plan constitutes a contract for improvement. By the end of the course, each student must achieve a satisfactory score in the clinical practicum to progress. Satisfactory is defined as consistently demonstrating the identified behaviors in all components of the clinical practicum objectives.

Supervision During Clinical Assignments

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

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

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

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

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

Repeat Radiographs

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

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

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

Radiation Safety

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

Student Pregnancy Policy

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

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

If notice of voluntary disclosure of a potential pregnancy is presented to the program, the program chair will immediately arrange a counseling session with the student:

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

The student will be required to read and sign a form attesting to the fact that the aforementioned information has been provided, that the student has been given the opportunity to ask questions and provide input into the counseling session and that the student understands the level of risk associated with clinical education.

Following the counseling session, the student may elect to continue in the course without modifications to clinical education or apply for a Withdrawal/Leave of Absence (W/LOA) from the program with re-entry as listed in the Catalog/Student Handbook. Students who satisfy all requirements of the Withdrawal/Leave of Absence Policy are guaranteed re-entry into the program when factors indicating readiness to return have been met. All information regarding a student's declared pregnancy will be held in strict confidence.

Grading Policy

A:	100 – 94	
B:	93 – 87	
C:	86 – 80	
D:	79 – 73	Deficient, non-passing
F:	Below 73	Failing, non-passing

Certification

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

Awards and Recognition

In addition to other awards given by the college, the Highest Scholastic Achievement in Radiologic Technology Award is presented to the student who has earned the highest

overall GPA in program-specific courses. Additionally, the Spirit of Excellence for Radiologic Technology award is presented to the student who best represents esprit de corps, clinical skills, patient care, professionalism, and the core values of Carolinas College.

Diagnostic and Imaging Sciences: Radiation Therapy

Program Mission and Overview

The mission of the radiation therapy program is to engage students in active learning; empowering them to build knowledge, develop skills and become competent, entry-level radiation therapists.

The Radiation Therapy Program is a one-year certificate program for graduates of accredited radiography or nuclear medicine technology programs. In support of the college's mission, the Radiation Therapy Program prepares graduates to function as an entry-level radiation therapist according to the professional didactic curriculum outlined by the American Society of Radiologic Technologists (ASRT) and the clinical competency requirements outlined by the American Registry of Radiologic Technologists (ARRT). Additionally, the Radiation Therapy Program adheres to the core values adopted by the college and by Atrium Health of caring, commitment, equity, integrity, and teamwork.

Philosophy

Faculty members believe that learning is facilitated when the learner is actively engaged in the educational process and motivated to strive for excellence. The Radiation Therapy Program emphasizes student participation, knowledge, comprehension, integration, and application of theoretical and clinical concepts. Program faculty are committed to the success of each student. To this end, we accept the responsibility for guiding and directing the student and creating an environment conducive to learning. Program faculty members serve as educators, facilitators, mentors, consultants, role models and colleagues. We will support, encourage, and challenge the student to achieve through the acquisition of technical knowledge and development of compassion for the patients entrusted to their care.

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

We believe that the professional education of the student in radiation therapy is dynamic and evolving, impacted by current and future trends in the environment, healthcare system and the economy. Education is a continual process and the tools necessary for continued learning should be strengthened and refined through participation in

professional organizations and continuing educational activities. Our graduates are prepared to continue to develop as professionals in the field of radiation therapy.

Mission, Goals, and Student Learning Outcomes

The goals of the program are to provide the radiation therapy community with graduates that:

Competently administer prescribed courses of treatment. Students will be able to:

- Demonstrate accurate utilization of treatment delivery skills.
- Utilize positioning techniques that ensure proper beam placement.
- Employ critical thinking to solve problems.

Students will be able to:

- Assess the patient condition during a course of treatment.
- Evaluate the quality of a planned course of treatment.
- Utilize effective communication skills.

Students will be able to:

- Utilize situation appropriate oral communication.
- Properly employ written communication skills.

Curriculum

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

Fall Semester		Credits
RTT 210	Introduction to Radiation Therapy Procedures	3
RTT 215	Oncology Nursing and Patient Care	3
RTT 220	Oncology I	3
RTT 230	Radiation Therapy Physics	4
RTT 240	Radiation Therapy Physics	4
Total		16
Spring Semester		Credits
RTT 211	Quality Management	2
RTT 221	Oncology II	3
RTT 231	Dosimetry	4
RTT 241	Radiation Therapy Practicum II	4
RTT 250	Radiation Biology & Health Physics	3
Total		16
Summer Semester		Credits
RTT 222	Oncology Decisions	3
RTT 232	Treatment Planning	3

RTT 242	Radiation Therapy Practicum III	4
RTT 260	Research	1
RTT 270	Radiation Therapy Seminar	3
Total		16
Certificate Requirements		Credits
Applied Courses		46
Total		46

All didactic courses are taught at Carolinas College and the clinical education component is completed within several major cancer research facilities and freestanding clinics in North and South Carolina, including Levine Cancer Institute (the flagship cancer care facility of Atrium Health).

The program offers a distance learning option for didactic course content. Students have the option to receive synchronous live video lectures on their personal devices through a provided conference link. Some course assessment activities and all other forms of instruction (clinical and/or lab-based) will require students to travel to campus or other designated locations. No instruction will be offered asynchronously. The college provides software access required for video lectures. See the college “Acceptable Use” and “Minimum Technology Standards” policies for additional requirements.

Clinical Activities and Supervision

Students are assigned to clinical rotations to provide a variety of experiences, to provide consistency and to promote achievement of clinical objectives. Students are required to maintain current CPR credentials as required by the college, current immunizations and to receive annual tuberculin skin testing (TST). All radiation therapy procedures are performed under the direct supervision of a qualified practitioner. Direct supervision means that the qualified practitioner:

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

Clinical Facilities

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

- Levine Cancer Institute (LCI)-Carolinas Medical Center, Charlotte, NC
- LCI-Pineville, Charlotte, NC

- LCI-University, Charlotte, NC
- LCI-Cleveland, Shelby, NC
- LCI-Northeast, Concord, NC
- Rock Hill Radiation Therapy Center
- CaroMont Regional Medical Center
- Mission Health, Asheville, NC
- Gibbs Cancer Center, Spartanburg, SC
- Gibbs Cancer Center, Pelham, SC
- AnMed Radiation Oncology, Anderson, SC
- LCI-Union, Monroe, NC
- Novant Health Radiation Oncology, Charlotte, NC
- Coastal Cancer Center, Myrtle Beach, SC
- Self Regional Radiation Oncology, Greenwood, SC
- Valley Health Radiation Oncology, Winchester, VA

Other facilities will be added as appropriate.

Clinical/Lab Attendance and Punctuality

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

Clinical Expectations

Specific assignments to clinical affiliates are scheduled to provide the student with a variety of experiences in a variety of settings. In addition, regional considerations are also applied when determining clinical schedules. Students will not be required to attend clinical facilities outside of the region for which they were accepted. A distance learning option is in place for didactic course content. Students will have the option to receive synchronous live video lectures on their personal devices through a provided conference link. Some assessment activities and other forms of instruction (clinical and/or lab-based) will require all students to travel to campus or other designated locations to receive instruction. No instruction will be offered asynchronously. The college will provide access to software required to access video lectures. See the college “Acceptable Use” and “Minimum Technology Standards” policies for additional requirements. Students receive a clinical notebook at the beginning of each clinical course with specific guidelines outlining the clinical requirements and objectives for the course as well as policies and procedures for the RTT program. Students are

responsible for maintaining proficiency in all radiation therapy procedures and clinical skills previously taught. Periodic evaluation by the clinical coordinator/clinical supervisor will ensure the student is maintaining the necessary clinical skills.

Clinical Competency Evaluation/Skills

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

The clinical competency requirements for radiation therapy include 46 mandatory procedures in the following 7 areas: general patient care, quality control procedures, simulation procedures, dosimetry, treatment accessory devices, participatory procedures, and radiation treatment procedures. Additional competencies may be specified in the clinical notebook. ARRT requirements specify that clinical competency will be demonstrated on patients, however, certain clinical procedures may be demonstrated under simulated conditions. Demonstration of competency should include variations in patient conditions (e.g., age, gender, medical condition).

Clinical Evaluation Tools

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

Radiation Safety

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

Student Pregnancy Policy

If disclosure of a potential pregnancy is presented to the program chair, a counseling session will be immediately arranged with the Atrium Health Radiation Safety Officer for:

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

The student will be required to read and sign a form attesting to the fact that the aforementioned information has been provided with the opportunity to ask questions and indicating an understanding of the associated safety standards and procedures. Following the counseling session with the Atrium Health Radiation Safety Officer the student may elect to continue in the course without modifications or apply for a withdrawal/leave of absence (W/LOA) from the program with re-entry as listed in the catalog/student handbook. Students who satisfy all requirements of the Withdrawal/Leave of Absence Policy are guaranteed re-entry into the program when factors indicating readiness to return have been met. All information regarding a student's declared pregnancy will be held in strict confidence. The student may revoke the declaration via written notification at any time without explanation.

Grading Policy

A:	100 – 94	
B:	93 – 87	
C:	86 – 80	
D:	79 – 73	Deficient, non-passing
F:	Below 72	Failing, non-passing

The final course grade may be affected by attendance, punctuality, and other policy considerations.

Grade Progression Policy

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

Certification

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

Awards and Recognition

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

Diagnostic and Imaging Sciences:

Medical Dosimetry

Program Mission and Overview

The mission of the Medical Dosimetry Program is to engage students in active learning; empowering them to build knowledge, develop skills and manage the responsibilities of a competent medical dosimetrist.

The Medical Dosimetry Program is a fifteen (15) month certificate program for individuals holding a bachelor's degree and ARRT certified or exam eligible in Radiation Therapy. In support of the college mission, the Medical Dosimetry Program prepares graduates to assume all responsibilities of a Medical Dosimetrist according to the professional didactic curriculum and clinical competency requirements outlined by the American Association of Medical Dosimetrists (AAMD). Additionally, the Medical Dosimetry Program adheres to the college and Atrium Health core values of caring, commitment, equity, integrity, and teamwork.

Philosophy

Faculty members believe that learning is facilitated when the learner is actively engaged in the educational process and motivated to strive for excellence. The Medical Dosimetry Program emphasizes student participation, knowledge, comprehension, integration, and application of theoretical and clinical concepts. Program faculty are committed to the success of each student. To this end, we accept the responsibility for guiding and directing the student and creating an environment conducive to learning. Program faculty members serve as educators, facilitators, mentors, consultants, role models and colleagues. We will support, encourage, and challenge the student to achieve through the acquisition of technical knowledge and development of compassion for the patients entrusted to their care.

We believe that the professional education of the medical dosimetry student is dynamic and evolving, impacted by current and future trends in the environment, healthcare system and the economy. Education is a continual process and the tools necessary for continued learning should be strengthened and refined through participation in life-long learning and continuing education activities.

Mission, Goals, and Student Learning Outcomes

The goals of the program are to provide the radiation oncology community with graduates that:

- Competently apply skills required to produce satisfactory treatment plans.

Students will be able to:

- Demonstrate skills needed to produce treatment compliant conformal plans.

- Demonstrate skills needed to produce treatment compliant intensity modulated plans.
- Employ critical thinking to solve problems.

Students will be able to:

- Adapt to treatment critical variations.
- Optimize plan quality.
- Utilize effective communication skills.

Students will be able to:

- Utilize situation appropriate oral communication.
- Properly employ written communication skills.

Curriculum

All didactic course content is taught utilizing lectures and other activities delivered via video recordings and live video conferences. All other forms of instruction (clinical and/or lab-based) will require students to travel to campus or other designated locations to receive instruction. No instruction will be offered asynchronously. The college provides the software and resources required for video lectures and access to course content. Students must purchase and utilize their own personal computers or other personal devices to access content. See the college “Acceptable Use” and “Minimum Technology Standards” policies for additional requirements.

The curriculum for the certificate program in medical dosimetry is below:

Summer Semester		Credits
RTP 400	Introduction to Medical Dosimetry	3
RTP 402	Medical Dosimetry Physics	3
HLC 410	Research and Evidence-Based Practice	3
RTP 412	Imaging & Anatomy	3
Total		12
Fall Semester		Credits
RTP 414	Oncology and Treatment Methods	4
RTP 420	Planning Concepts I	4
RTP 430	Planning Practicum I	4
Total		12
Spring Semester		Credits
RTP 422	Planning Concepts II	4
RTP 424	Brachytherapy Planning	4
RTP 432	Planning Practicum II	4
Total		12

Summer Semester		Credits
RMI 450	Capstone Project	3
RTP 460	Medical Dosimetry Review	2
RTP 434	Planning Practicum III	4
Total		9
Certificate Requirements		Credits
Applied Courses		45
Total		45

Clinical Activities and Supervision

Students are assigned clinical rotations to provide a variety of experiences, provide consistency, and promote achievement of clinical objectives. Students must maintain current CPR (cardiopulmonary resuscitation) credentials as required by the college, current immunizations, and receive an annual tuberculin skin testing (TST). All medical dosimetry procedures are performed under the direct supervision of a qualified practitioner. Direct supervision means that the qualified practitioner:

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

Clinical Facilities

The following are the major clinical facilities for the medical dosimetry program:

- Levine Cancer Institute (LCI) - Carolinas Medical Center, Charlotte, NC
- LCI-Pineville, Charlotte, NC
- LCI-University, Charlotte, NC
- LCI-Northeast, Concord, NC
- East Carolina University Radiation Oncology, Greenville, NC
- Coastal Cancer Center, Myrtle Beach, SC
- Gibbs Cancer Center, Spartanburg, SC
- Cone Health Radiation Oncology, Greensboro, NC

Other facilities may be added as appropriate.

Clinical/Lab Attendance and Punctuality

Clinical/lab experiences are provided to allow students an opportunity to correlate theory with actual performance of medical dosimetry procedures. Students are expected to attend all scheduled activities and hours of clinical/lab during the semester as

specified in the syllabus to satisfactorily complete clinical objectives. To be permitted to remain in the clinical affiliate, the student must comply with the clinical dress code and radiation safety policies.

Clinical Expectations

Specific assignments to clinical affiliates are scheduled to provide the student with a variety of experiences in a variety of settings. In addition, regional considerations are also applied when determining clinical schedules. Students will not be required to attend clinical facilities outside of the region for which they were accepted. Students receive a clinical notebook at the beginning of the course with specific guidelines outlining the clinical requirements and objectives for the course as well as policies and procedures for the program. Students are responsible for maintaining proficiency in all procedures and clinical skills previously taught. Periodic evaluation by the program chair, faculty, clinical preceptors, and clinical staff will ensure the student is maintaining the necessary clinical skills.

Clinical Competency Evaluations/Skills

For the student to be successful in the clinical setting, competency evaluation is required for specific medical dosimetry procedures. There are core clinical competencies that all students must demonstrate to establish eligibility for graduation and for MDCB (Medical Dosimetry Certification Board) certification eligibility. Competency/skills requirements are identified in the clinical notebook.

The clinical competency requirements for medical dosimetry include 22 mandatory procedures categorized anatomically as: Head and Neck, Thoracic, Abdomen, Pelvis, Extremities, Brachytherapy, and Other. Activities regarding quality control, simulation, and treatment accessory construction will also be assigned. Competency requirements may be completed utilizing actual patient cases or structured case studies. Demonstration of competency will be required for a wide variety of treatment methods and patient conditions.

Clinical Evaluation Tools

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

requirements and objectives. The clinical conference also assists the student in synthesizing information presented in lecture, lab and clinical.

Radiation Safety

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

Student Pregnancy Policy

If disclosure of a potential pregnancy is presented to the program chair, a counseling session will be immediately arranged with the Atrium Health Radiation Safety Officer for:

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

The student will be required to read and sign a form attesting to the fact that the aforementioned information has been provided with the opportunity to ask questions and indicating an understanding of the associated safety standards and procedures. Following the counseling session with the Atrium Health Radiation Safety Officer the student may elect to continue in the course without modifications or apply for a withdrawal/leave of absence (W/LOA) from the program with re-entry as listed in the catalog/student handbook. Students who satisfy all requirements of the Withdrawal/Leave of Absence Policy are guaranteed re-entry into the program when factors indicating readiness to return have been met. All information regarding a student's declared pregnancy will be held in strict confidence. The student may revoke the declaration via written notification at any time without explanation.

Grading Policy

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

A:	100 – 94	
B:	93 – 87	
C:	86 – 80	
D:	79 – 73	Deficient, non-passing
F:	Below 72	Failing, non-passing

The final course grade may be affected by attendance, punctuality, and other policy considerations as indicated in each course syllabus.

Grade Progression Policy

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

Certification

Graduates are eligible to challenge the Medical Dosimetry Certification Exam administered by the Medical Dosimetry Certification Board (MDCB).

Diagnostic and Imaging Sciences:

Bachelor of Science in Medical Imaging

Program Mission and Overview

In support of the college mission, the Bachelor of Science in Medical Imaging (BSMI) program endeavors to build upon previous academic and career experiences for the purpose of educating, engaging, and empowering graduates to succeed in a diverse and changing healthcare environment.

The Bachelor of Medical Imaging program is designed to prepare graduates for an evolving healthcare environment and to provide a foundation for advancement in healthcare. Graduates will develop the knowledge and skills needed to expand scope of practice and become effective leaders across the healthcare spectrum. Emphasis is placed upon interprofessional communication, collaborative decision making, and professional values of servant leadership.

Student Learning Outcomes

Consistent with the mission of Carolinas College, the BSMI program will provide the health care community with graduates that can:

- Communicate effectively
- Contribute to interdisciplinary decision making
- Employ leadership skills

Curriculum

The BSMI degree is a 120-credit hour program designed to include content focused on the evolving healthcare environment and utilize lower-level coursework completed at the associate degree or diploma level as the foundation of the baccalaureate program. The degree consists of 44 credits awarded for current certification (one modality), Forty-six (46) hours of (100-200 level) general education credits, and thirty (30) hours of (300-400) level major course credits. Six (6) of the major course credits will be initially offered as a clinical option. Students will be advised to schedule clinical option courses at the end of their program of study.

Curriculum Courses & Credits		Credits
ARRT or Equivalent		44
Total		44
General Education		Credits
ENG 101	English Composition	3
COM 101	Interpersonal Communications	3
MAT 101	College Math	3
MAT 201	Statistics	3
PSY 101	General Psychology	3
SOC 101	Sociology	3

SOC 2**	Social Science Elective	3
ENG 231/235	Humanities/Literature	3
PHI 201	Humanities/Ethics	3
ENG 240	Research and Evaluation	3
PHS 120	Physical Science	4
SCI 1**/2**	Lab Science Elective	4
BIO 168	Anatomy and Physiology I	4
BIO 169	Anatomy and Physiology II	4
Total		46
Upper-Level Major (300 – 400 Level)		Credits
HLC 320	Legal and Ethical Issues in Healthcare	3
HLC 330	Interprofessional Collaboration/Problem Solving	3
HLC 350	Healthcare Informatics	3
HLC 420	Transformational Leadership and Management	3
HLC 430	Healthcare Policy and Regulation	3
HLC 410	Research/Evidence Based Practice	3
Total		18
Elective Options		Credits
CSA 310	Cross-Sectional Anatomy	3
CTT 101	Computed Tomography I	3
CTT 102	Computed Tomography II	3
OR		
CSA 310	Cross-Sectional Anatomy	3
MAM 101	Mammography I	3
MAM 102	Mammography II	3
OR		
LEA 201	Project Management	3
LEA 301	Leadership Styles and Strategies	3
LEA 401	Leading High Performing Teams	3
AND		
RMI or LEA 450	Capstone Project	3
Total		12
BSMI Degree Requirement Total		120

Program Format

All courses associated with degree completion, apart from clinical course options, will be offered online. The college currently has affiliation agreements with Atrium Health to accommodate clinical education requirements.

Online Attendance and Participation

Students are expected to login to courses four or more times weekly to read announcements, obtain course updates, and participate in learning activities for the week. It may be necessary to login more often to complete assignments and

communicate with peers and faculty. Students may find it helpful to make a calendar or checklist to organize study routines. Unsatisfactory attendance may be considered adequate reason by the course faculty to request the student to withdraw from the course. Course-related communication with faculty and class members is considered professional communication. Courses with required online discussions may have rules pertaining to participation and academic rigor.

Refer to the Acceptable Use policy for more information about electronic communication and netiquette and minimum technology requirements.

To be successful in this fully online program, students are expected to be able to:

- Create and edit documents using Microsoft Word, Excel and PowerPoint.
- Send and receive email messages with file attachments.
- Navigate the internet and use search engines.
- Upload and download files from the learning management system and other sites as directed by course instructor(s).
- Learn additional technical skills following instructions provided by course instructor(s).

Progression

Students must complete 40 of the 46 required (100-200 level) general education credits prior to enrollment in (300-400) level degree courses. All students must complete a minimum of thirty (30) credit hours at Carolinas College to meet degree requirements.

Grading Policy

The conversion of numeric letter grades will be as follows:

- A: 100 – 90
- B: 89 – 80
- C: 79 – 70
- D: 69 – 60
- F: Below 60

Registry Maintenance

Students needs to maintain current registry status while enrolled in the program. A student whose registry status is not current must immediately contact his or her faculty of record and the program chair.

Diagnostic and Imaging Sciences:

Non-Degree Course

The Radiologic Technology program provides innovative non-degree training for imaging healthcare professionals. Courses are offered with clinically relevant skills and practical applications to enhance the care of patients. Participants can gain hands-on experience to prepare them for entry into a diagnostic imaging profession's career, prepare for certification examinations and enhance their skill set for advancement.

Computed Tomography

The Computed Tomography (CT) classes are designed to advance knowledge and skill with the modality of computed tomography. With both online didactic and practicum experiences, students are introduced to advanced CT procedures. Classes are designed for radiographers, nuclear medicine technologists, and radiation therapists. Students who are currently employed in CT may consider taking CTT 101 only, if clinical placement is not needed. If the student does not enroll in CTT 102, they are responsible for meeting the clinical competency requirements established by the ARRT.

Student Learning Outcomes

Upon completion, the CT technologist will demonstrate the following entry-level competencies:

- Demonstrate a thorough understanding of the fundamentals, equipment, and instrumentation used in CT.
- Differentiate between the various types of data acquisition, image processing and reconstruction techniques and select the most appropriate type per examination.
- Identify and perform initial procedural steps prior to the beginning of each examination.
- Discuss and assess patient safety needs specific to CT including medicine reconciliation, allergy history, lab results, and contrast injection procedures.
- Demonstrate ability to distinguish between and perform basic CT procedures for specific areas of the body.
- Differentiate between and discuss additional applications useful within the CT modality.
- Differentiate how technologist and equipment-specific tools are utilized to improve CT image quality.
- Produce quality CT images and critique the overall quality of the examination.
- Articulate and evaluate the specific radiation safety knowledge required of a CT Technologist.
- Implement specific radiation safety requirements of a CT Technologist to minimize patient dose.
- Produce quality images of sagittal, coronal, and axial planes as we identify cross-sectional anatomy of the head, neck, chest, abdomen, and pelvis.

- Examine CT images for pathology and discuss disease pathways commonly visualized.
- Utilize pathology and cross-sectional knowledge to identify areas of concern for notifying the Radiologist in a timely manner.

Courses		Credits
CTT 101	Computed Tomography I	3
CTT 102	Computed Tomography II	3
Total		6

Clinical Practicum Locations

- Atrium Health - Carolinas Medical Center (CMC)
- Atrium Health - Carolinas Medical Center – Mercy
- Atrium Health - Pineville
- Atrium Health - Steele Creek
- Atrium Health – University City

Supervision During Clinical Assignments

All medical imaging procedures will be performed under the supervision of a qualified/registered CT technologist.

Grading

A:	100 – 90
B:	89 – 80
C:	79 – 70
D:	69 – 60
F:	Below 59

Attendance

Time missed must be made up within the designated duration and hours of the course. Notification of absences is mandatory, and the program coordinator must be notified at least 30-minutes in advance of an absence. It is the student's responsibility to contact the program coordinator and arrange for make-up materials/schedule upon return to the facility.

Tardies are counted as missed clinical time.

Certification

Students successfully complete CTT 101, CTT 102 are eligible to take the Computed Tomography certification examination administered by the American Registry of Radiologic Technologists (ARRT).

Mammography

Mammography classes are designed for the American Registry of Radiologic Technologists-registered (ARRT) radiologic technologist to advance their knowledge and skill within the modality of mammography. The mammography classes include both a theory class and practicum class. The didactic component of the theory class focuses on the fundamentals of mammography, breast imaging equipment, and techniques for image quality. Breast anatomy, pathologies, and strategies for communicating with patients are also part of the curriculum. In the practicum class, clinical emphasis will continue to develop and demonstrate competency in the performance of mammography procedures and patient care skills. Patient safety concerns are addressed throughout the class as it relates to radiation safety and an overall emphasis on patient care.

Student Learning Outcomes

Upon completion, the mammographer will demonstrate the following entry-level competencies:

- Demonstrate patient care skills.
- Understand the American Cancer Society (ACS) guidelines for screening mammography, patient dosage, and the possibility for additional projections and/or other breast imaging procedures with the patient.
- Practice universal precautions and radiation safety.
- Document patient clinical history relevant to the performance and interpretation of the mammography exam.
- Evaluate images for diagnostic quality.
- Identify and label the anatomical structures of the breast.
- Compare breast anatomical structures to mammographic anatomical structures.
- Identify and label breast anatomical structures on a mammographic image.
- Describe breast augmentation and identify the types of breast implants, the common implant locations, and the anatomical changes to the augmented breast.
- Describe the anomalies of development that can occur in the breast.
- Recognize clinical breast changes.
- List the physical changes of the breast related to pathology.
- List the mammographic changes of the breast related to pathology and identify the common mammographic appearance of breast pathology.
- Perform screening and/or diagnostic mammograms on both full field digital and digital breast tomosynthesis (3D) mammography equipment.
- Perform mammograms by positioning the patient and equipment according to department protocol or requisition.

- Select equipment appropriate to the patient and the examination to be performed.
- Select and record exposure factors based upon breast tissue density, patient's age, numerical compression scale and equipment characteristics.
- Evaluate images for diagnostic quality.
- Perform quality assurance tests required by the ACR for all digital mammography equipment. Observe, assist with, or participate in specialty exams (augmented breasts/interventional/special procedures)
- Review mammography exams with a radiologist.

Courses		Credits
MAM 101	Mammography I	3
MAM 102	Mammography II	3
Total		6

Clinical Practicum Locations

Charlotte Radiology Breast Imaging Facilities

Supervision During Clinical Assignments

All medical imaging procedures will be performed under the supervision of a qualified/registered mammographer.

Grading

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

A:	100 – 90
B:	89 – 80
C:	79 – 70
D:	69 – 60
F:	Below 59

Attendance

Time missed must be made up within the designated duration and hours of the course. Notification of absences is mandatory, and the program coordinator must be notified at least 30-minutes in advance of an absence. It is the student's responsibility to contact the program coordinator and arrange for make-up materials/schedule upon return to the facility.

Tardies are counted as missed clinical time.

Certification

Students successfully completing both MAM 101 and MAM 102 are eligible to take the Mammography certification examination administered by the American Registry of Radiologic Technologists (ARRT).

General Studies

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

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

Student Learning Outcomes

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

- Communicate effectively with an intended audience across a variety of formats.
- Apply concepts and information to solve problems or make real world decisions.
- 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.
- Collaborate with others to reach a common goal.

Grading Policy

A:	100 – 90
B:	89 – 80
C:	79 – 70
D:	69 – 60
F:	Below 60 Failing

Awards and Recognition

In addition to other awards given by the college, the Excellence in General Studies award will be given to a graduating student who exhibits commendable performance related to at least one of the four student learning outcomes.

Associate of Science in General Studies

This degree will be awarded to students who successfully complete 60 semester credit hours of coursework. This program provides students with a basic understanding of the

biological sciences and an opportunity to integrate liberal arts with healthcare education. The healthcare programs at Carolinas College have a competitive admission process. Students who are not accepted upon their first application to the program of choice have the opportunity to take college-level coursework while enrolled in the associate of science general studies program, enabling them to complete courses, which would later transfer when admission to a clinical program has been obtained. Students entering the AS program may modify their course sequence to best prepare them for a particular program in anticipation of a change of program or track. This program can also help students prepare for transfer into advanced programs at four-year institutions leading to degrees such as pre-medicine or pre-veterinary.

Curriculum

The curriculum for the Associate Degree in General Studies is below:

General Studies Core Courses		Credits
Communications		
ENG 101	English Composition	3
COM 101	Interpersonal Communications	3
Total		6
Humanities/Fine Arts		
ENG 231	Early American Literature	3
PHI 201	Ethics	3
Total		6
Natural Sciences		
BIO 168	Human Anatomy and Physiology I	4
BIO 169	Human Anatomy and Physiology II	4
Total		8
Social/Behavioral Science		
PSY 101	General Psychology	3
SOC 101	Introduction to Sociology	3
Total		6
Quantitative Reasoning		
MAT 143	Quantitative Literacy	3
MAT 201	Statistics	3
Total		6

Major Area Electives

At least 28, and no more than 30, additional credit hours from Communications, Humanities/Fine Arts, Natural Sciences, Health Sciences, Social/Behavioral Sciences and/or Quantitative Reasoning.

Elective courses include but are not limited to BIO 130, BIO 200, ENG 235, ENG 240, HEA 109, HEA 110, HLC 102, PSY 241, SOC 210 (comparable transfer credits will be considered to meet the Major Area Elective requirements).

Degree Requirements Credits	
General Studies Core Courses	32
Major Area Electives	28
Total Semester Hours	60

First Term		Credits
BIO 168	Human Anatomy and Physiology I	4
ENG 101	English Composition	3
MAT 143	Quantitative Literacy	3
ELE	Major Area Elective	1 –4
Total		12

Second Term		Credits
BIO 169	Human Anatomy and Physiology II	4
ENG 231	English Literature	3
PSY 101	General Psychology	3
ELE	Major Area Elective	1 – 4
Total		12

Third Term		Credits
COM 120	Interpersonal Communication	3
MAT 201	Statistics	3
SOC 101	Introduction to Sociology	3
ELE	Major Area Elective	1 - 4
Total		12

Fourth Term		Credits
PHI 201	Ethics	3
ELE	Major Area Elective	1 – 4
ELE	Major Area Elective	1 - 4
ELE	Major Area Elective	1 - 4
Total		12

Fifth Term		Credits
ELE	Any Remaining Major Area Electives	
Total		12

*An advisor will help determine the best sequence of courses for each student.

Curriculum Pathways

Within the General Studies program, four curriculum tracks are offered: Pre-Nursing Pre-Radiologic Technology, Pre-Neurodiagnostic Technology, Pre-Healthcare Simulation. Students enrolled in these tracks have the opportunity to earn guaranteed

admission into one of the designated Carolinas College Associate Degree programs. To be eligible for guaranteed admission, students must complete the coursework at Carolinas College within two consecutive terms of starting the program and earn a minimum cumulative GPA dependent on the program with no course substitutions or waivers. Only the grades earned on the first attempt at these courses will be considered in calculating the GPA eligibility for guaranteed admission. Those who earn guaranteed admission will be admitted as space becomes available. Those who do not earn guaranteed admission may change to the general studies track to complete the associate degree.

Pre-Nursing

The pre-nursing pathway is a 14-semester credit hour block of classes.

The coursework includes:

- Human Anatomy and Physiology I (BIO 168, 4 credit hours)
- Human Anatomy and Physiology II (BIO 169, 4 credit hours)
- Interpersonal Communication (COM 120, 3 credit hours)
- Quantitative Literacy (MAT 143, 3 credit hours)

To earn guaranteed admission into the Associate Degree in Nursing, Pre-Nursing students must earn a 3.0 GPA within the first two semesters.

Pre-Radiologic Technology

The pre-radiologic technology pathway is a 14-semester credit hour block of classes.

The coursework includes:

- Human Anatomy and Physiology I (BIO 168, 4 credit hours)
- Human Anatomy and Physiology II (BIO 169, 4 credit hours)
- Interpersonal Communication (COM 120, 3 credit hours)
- Quantitative Literacy (MAT 143, 3 credit hours)

To earn guaranteed admission into the Associate Degree in Radiologic Technology, Pre-Radiologic Technology students must earn a 3.21 GPA within the first two semesters.

Pre-Neurodiagnostic Technology

The pre-neurodiagnostic technology pathway is a 14-semester credit hour block of classes.

The coursework includes:

- Human Anatomy and Physiology I (BIO 168, 4 credit hours)

- Human Anatomy and Physiology II (BIO 169, 4 credit hours)
- Interpersonal Communication (COM 120, 3 credit hours)
- General Psychology (PSY 101, 3 credit hours)

To earn guaranteed admission into the Associate Degree in Neurodiagnostic Technology, Pre-Neurodiagnostic Technology students must earn a 2.5 GPA within the first two semesters.

Pre-Healthcare Simulation

The pre-healthcare simulation pathway is a 14-semester credit hour block of classes.

The coursework includes:

- Human Anatomy and Physiology I (BIO 168, 4 credit hours)
- Human Anatomy and Physiology II (BIO 169, 4 credit hours)
- Interpersonal Communication (COM 120, 3 credit hours)
- Quantitative Literacy (MAT 143, 3 credit hours)

To earn guaranteed admission into the Associate Degree in Healthcare Simulation, Pre-Healthcare Simulation students must earn a 3.0 GPA within the first two semesters.

Health Sciences: Healthcare Leadership

Bachelor of Science in Health Sciences – Leadership Concentration

Designed with multiple entry points and a 100% online format, the Leadership concentration offers flexibility to working professionals in healthcare. Students with some or no transfer credits, who have not yet completed a degree, may complete any remaining general education courses along with the Simulation curriculum for the completion of the Bachelor of Science in Health Sciences – Leadership concentration. Students with an earned associate degree from a regionally accredited college or university will be awarded 30-32 hours of general education transfer credit.

Program Mission

Building upon previous academic and career experiences, the Leadership concentration prepares graduates for various leadership roles in a range of healthcare settings while providing a foundation in interdisciplinary healthcare leadership.

Curriculum

Required General Education Courses		
	Communication	Credit Hours
COM 120	Interpersonal Communication	3
ENG 101	English Composition	3
ENG 240	Research and Evaluation	3
	Total	9
	Humanities/Fine Arts	
ENG 231	Early American Literature	3
PHI 201	Ethics	3
	Total	6
	Natural Sciences	
BIO 168	Human Anatomy and Physiology I	4
BIO 160	Human Anatomy and Physiology II	4
BIO 200	Microbiology	4
PHY 201	Physical Science	4
	Total	16
	Social/Behavioral Sciences	
PSY 101	General Psychology	3
SOC 101	Introduction to Sociology	3
SOC 225	Social Diversity	3
IDS 301	Biopsychosocial Aspects of Aging	3
	Total	12
	Quantitative Reasoning	
MAT 143	Quantitative Reasoning	3
MAT 201	Statistics	3

Total		6
Required General Education Course Total		49
Major Area Electives		
HLC	Medical Terminology	2
At least 28 additional credit hours from Communications, Humanities/Fine Arts, Natural Sciences, Health Sciences, Social/Behavioral Sciences, and/or Quantitative Reasoning. Elective courses include but are not limited to BIO 130, ENG 235, HEA 109, HLC 201 and PSY 241.		30
Total		32
Interdisciplinary Health and Healthcare Courses		
HLC 310	Cultural Aspects of Health and Illness	3
HLC 320	Legal and Ethical Issues in Healthcare	3
HLC 330	Interprofessional Collaboration and Problem Solving	3
HLC 350	Healthcare Informatics	3
HLC 410	Research and Evidence Based Practice	3
HLC 420	Transformational Leadership and Management	3
HLC 430	Healthcare Policy and Regulation	3
Total		21
Leadership Courses		
LEA 102	Leadership Development	3
LEA 201	Project Management	3
LEA 211	Quality Management	3
LEA 301	Leadership Styles & Strategies	3
LEA 401	Leading High Performing Teams	3
LEA 450	Leadership Capstone	3
Total		18
Grading Policy		
A:	100 – 90	
B:	89 – 80	
C:	79 – 70	
D:	69 – 60	
F:	Below 60	Failing

Health Sciences: Healthcare Simulation

Simulation Concentration

Designed with multiple entry points and a 100% online format, the Simulation concentration offers flexibility to working professionals in healthcare. Students with some or no transfer credits, who have not yet completed a degree, may complete any remaining general education courses along with the Simulation curriculum for the completion of the Bachelor of Science in Health Sciences – Leadership concentration. Students with an earned associate degree from a regionally accredited college or university will be awarded 30-32 hours of general education transfer credit.

Program Mission

Building upon previous academic and career experiences, the Simulation concentration prepares graduates for roles in healthcare settings while providing a foundation in interdisciplinary healthcare simulation.

Curriculum

The curriculum of the Bachelor of Science in Health Sciences – Simulation (BSHS-SIM) program includes:

- Forty-nine (49) credit hours of required general education courses
- Thirty (32) credit hours of major area elective courses
- Twenty-one (21) credit hours of interdisciplinary health and healthcare courses and
- Twenty credit hours of simulation courses

Required General Education Courses		
	Communication	Credit Hours
COM 120	Interpersonal Communication	3
ENG 101	English Composition	3
ENG 240	Research and Evaluation	3
	Total	9
	Humanities/Fine Arts	
ENG 231	Early American Literature	3
PHI 201	Ethics	3
	Total	6
	Natural Sciences	
BIO 168	Human Anatomy and Physiology I	4
BIO 160	Human Anatomy and Physiology II	4
BIO 200	Microbiology	4
PHY 201	Physical Science	4
	Total	16

Social/Behavioral Sciences		
PSY 101	General Psychology	3
SOC 101	Introduction to Sociology	3
SOC <u>225</u>	<u>Social Diversity</u>	3
IDS 301	Biopsychosocial Aspects of Aging	3
	Total	12
Quantitative Reasoning		
MAT143	Quantitative Reasoning	3
MAT 201	Statistics	3
	Total	6
	Required General Education Course Total	49
Major Area Electives		
HLC	Medical Terminology	2
	At least 28 additional credit hours from Communications, Humanities/Fine Arts, Natural Sciences, Health Sciences, Social/Behavioral Sciences, and/or Quantitative Reasoning. Elective courses include but are not limited to BIO 130, ENG 235, HEA 109, HLC 201 and PSY 241.	30
	Total	32
Interdisciplinary Health and Healthcare Courses		
HLC 310	Cultural Aspects of Health and Illness	3
HLC 320	Legal and Ethical Issues in Healthcare	3
HLC 330	Interprofessional Collaboration and Problem Solving	3
HLC 350	Healthcare Informatics	3
HLC 410	Research and Evidence Based Practice	3
HLC 420	Transformational Leadership and Management	3
HLC 430	Healthcare Policy and Regulation	3
	Total	21
Simulation Courses		
SIM 101	Foundations of Simulation I	3
SIM 102	Foundations of Simulation II	3
SIM 210	Simulation Operations and Technology	2
SIM 211	Simulation Operations and Technology Practicum	1
SIM 220	Education in Healthcare Simulation	2
SIM 221	Education in Healthcare Simulation Practicum	1
SIM 230	Research and Assessment in Healthcare Simulation	2
SIM 240	Administration in Healthcare Simulation	2
SIM 250	Simulation Capstone	4
	Total	20

The curriculum of the Associate in Science – Healthcare Simulation program includes:

- Forty-nine (49) credit hours of required general education courses
- Thirty-two (32) credit hours of major area elective courses
- Twenty-one (21) credit hours of interdisciplinary health and healthcare courses and
- Twenty (20) credit hours of simulation courses

General Education Courses		Credits
BIO 168	Anatomy and Physiology I	4
BIO 169	Anatomy and Physiology II	4
MAT 143	Quantitative Literacy	3
MAT 201	Elementary Statistics	3
HLC 102	Medical Terminology	2
ENG 101	English Composition	3
COM 120	Interpersonal Communication	3
SOC SCI ELE	May include Anthropology, Economics, Geography, Political Science, Psychology, Sociology	6
HUM	May include History, Literature, Humanities, Performing Arts, Interdisciplinary Arts, Philosophy, Religion, or Visual Arts	6
Major Area Electives	May include BIO 130, BIO 200, ENG 235, ENG 240, HEA 109, HEA 110, HLC 102, PSY 241, SOC 210	6
Total		40
Healthcare Simulation Courses		Credits
SIM 101	Foundations of Simulation I	3
SIM 102	Foundations of Simulation II	3
SIM 210	Simulation Operations and Technology	2
SIM 211	Simulation Operations and Technology Practicum	1
SIM 220	Education in Healthcare Simulation	2
SIM 221	Education in Healthcare Simulation Practicum	1
SIM 230	Research and Assessment in Healthcare Simulation	2
SIM 240	Administration in Healthcare Simulation	2
SIM 250	Simulation Capstone	4
Total		20
Total Certificate Requirements		Credits
Total General Studies Credit Hours		40
Total Healthcare Simulation Credit Hours		20
Curriculum Total		60

The curriculum of the Certificate in Healthcare Simulation program includes:

Healthcare Simulation Courses		Credits
SIM 101	Foundations of Simulation I	3

SIM 102	Foundations of Simulation II	3
SIM 210	Simulation Operations and Technology	2
SIM 211	Simulation Operations and Technology Practicum	1
SIM 220	Education in Healthcare Simulation	2
SIM 221	Education in Healthcare Simulation Practicum	1
SIM 230	Research and Assessment in Healthcare Simulation	2
SIM 240	Administration in Healthcare Simulation	2
SIM 250	Simulation Capstone	4
Total Certificate Requirements		Credits
Curriculum Total		20

Grading Policy

A:	100 – 90
B:	89 – 80
C:	79 – 70
D:	69 – 60
F:	Below 60 Failing

Nursing:

Associate Degree in Nursing

Program Mission and Overview

In support of the college mission, the associate degree Nursing Program (ADN) prepares graduates to practice at entry level according to the core components as outlined by the National League for Nursing, in a variety of healthcare settings. The core components and competencies include: human flourishing, nursing judgment, professional identity and the spirit of inquiry. Additionally, the ADN program adheres to the core values adopted by Atrium Health of caring, commitment, integrity, and teamwork.

Philosophy

We, the faculty, believe that:

Nursing is a caring profession that uses a holistic approach to promote optimal health for diverse individuals and their families and communities. A scientific process of assessment, planning, intervention, and evaluation of outcomes is used to implement nursing care. Nursing is a scholarly profession with its own body of scientific knowledge supported and communicated through research and informatics. Nursing draws support from the liberal arts and life sciences to develop critical thinking and promote evidence-based practice.

Nursing is an art as well as a science. It is an interactive, interpersonal process which finds expression through actions intended to promote human flourishing. Caring represents a gift of self, based on sound nursing judgment and intuitive awareness of the patient's needs. Nursing is founded on the belief that everyone deserves unconditional positive regard. Nursing can achieve this by respecting and appreciating our similarities and differences.

Nursing practice occurs in a variety of settings and is a collaborative, interprofessional process. Nurses assume a professional identity and practice within a professional code of ethics and established standards of care. A solid foundation of knowledge, skills, and attitudes supports the delivery of safe, equitable and effective care to culturally diverse patients, groups, and families. Nurses advocate for patients and their support systems, demonstrating civility in their interactions, which can enhance patient outcomes and satisfaction. Nurses are accountable to themselves, the patient, the community and society and part of this accountability includes upholding the principles of civility in practice.

Nursing education is a continuous lifelong process. We believe the learning process is facilitated when it progresses from simple to complex and concrete to abstract. Learning is goal-directed, building upon previous knowledge with concurrent application.

Successful learners demonstrate a spirit of inquiry and challenge the status quo. Nursing education promotes information literacy, self-direction, problem-solving, and accountability. Faculty and students are equal partners in the educational process based on trust, support, caring, and respect.

The Carolinas College of Health Sciences associate degree program prepares individuals to contribute to society and the profession of nursing while encouraging matriculation into baccalaureate nursing programs. The faculty recognizes that each student learns differently and accepts the challenge of creating a learning environment conducive to those individual needs; allowing them to thrive and succeed by embracing and valuing their diverse perspectives. The faculty promotes justice, fairness, and impartiality while serving as educators, facilitators, mentors, consultants, role models, and colleagues to students as well as the community.

Organizing Framework and Student Learning Outcomes

The philosophy of the ADN program faculty shapes the curriculum. The core components and competencies identified by the National League for Nursing are major elements of the curriculum's organizing structure. The organizing framework contains the following core components and competencies:

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

The program student learning outcomes for the ADN program align with the established organizing framework for the curriculum. Upon completion of the ADN program, graduates will be able to:

- Advocate for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings.
- Make judgments in practice, substantiated with evidence, that integrate nursing science in the provision of safe, quality care, and promote the health of patients within a family and community context.
- Implement one's role as a nurse in ways that reflect integrity, responsibility, ethical practices, and an evolving identity as a nurse committed to evidence-based practice, caring, advocacy, and safe, quality care for diverse patients within a family and community context.
- Examine the evidence that underlies clinical nursing practice to challenge the status quo, question underlying assumptions, and offer new insights to improve the quality of care for patients, families, and communities.

Curriculum

First Semester	Beginning Level	Credits
NUR 110	Nursing Fundamentals I	4
NUR 120	Nursing Fundamentals II	4
NUR 100	Medical Terminology	1
BIO 168	Human Anatomy and Physiology	4
MAT 143	Quantitative Literacy	3
Total		16
Second Semester	Intermediate Level	Credits
NUR 140	Behavioral Health	4
NUR 150	Adult Health I	4
BIO 169	Human Anatomy and Physiology II	4
PSY 101	General Psychology	3
Total		15
Third Semester	Intermediate Level	Credits
NUR 160	Maternal/Neonatal Health	4
BIO 200	Microbiology	3
PSY 241	Growth and Development	3
Total		11
Fourth Semester	Intermediate Level	Credits
NUR 170	Child/Adolescent Health	4
NUR 180	Adult Health II	4
SOC 101	Introduction to Sociology	3
ENG 101	English Composition	3
Total		14
Fifth Semester	Advanced Level	Credits
NUR 210	Advanced Nursing I	5
NUR 220	Advanced Nursing II	3
HUM ELE	200 - Level Humanities Course	3
ELE	Elective	3
Total		14
Cumulative Total		70

Clinical Activities and Facilities

Students are assigned to clinical groups to provide a variety of experiences, to provide consistency and to promote achievement of clinical student learning outcomes. Assignments may include evening and weekend hours and community settings. Students will be required to maintain current AHA or Red Cross BLS credentials as required by the college and current immunizations and health assessments as required by Teammate Health.

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

- Atrium Health - Carolinas Medical Center
- Atrium Health - Behavioral Health (Charlotte & Davidson)
- Atrium Health - Mercy
- CMC-Myers Park
- Atrium Health - Pineville
- Levine Cancer Institute
- Levine Children's Hospital

Clinical/Lab Attendance

Clinical/lab/practicum experiences are provided each semester to allow students to correlate theory with patient care. Students are expected to attend all laboratory and clinical experiences to satisfactorily achieve clinical student learning outcomes. Students may jeopardize their ability to successfully pass clinical if they are not present and on time for clinical experiences. Promptness and attendance are expected.

Students are expected to arrive in the clinical area at the designated time in full uniform. To be permitted to remain in the clinical area, the student must comply with the clinical dress code policy. Notification of clinical absences or tardiness is mandatory. The clinical area or instructor must be notified at least one hour before an absence; leaving before the end of clinical schedule counts as absent time. The first occurrence of late arrival will result in a grade of N/I (needs improvement) for that clinical experience. The second occurrence of late arrival will result in a grade of U (unsatisfactory) and the implementation of an action plan. If a student has been given an action plan for tardiness in a previous course, the first occurrence of late arrival will result in a grade of U (unsatisfactory) for that clinical experience and the implementation of an action plan.

Clinical Assignments/Preparations

The clinical schedule/rotation will be posted for each course. Specific assignments to groups are made to provide the student with a variety of experiences in a variety of settings. Clinical assignments will be posted using only a patient's initials to ensure privacy. Students are expected to prepare for clinical assignments as instructed by faculty. Students not properly prepared will not be allowed to stay in the clinical area.

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

Competency Guidelines

For the student to be successful in performing skills in the clinical setting, demonstration of skills in the simulated nursing skills lab is required for specified skills. Each course

identifies the specific skills in the syllabus. The following student behaviors are necessary for skill verification:

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

Any previously validated skill may be reevaluated for students not attending class before they can return to the clinical setting. Additional remediation may be required for some skills.

Clinical Evaluation

A clinical evaluation tool is designed for each course and is used by the faculty and student to appraise the student's performance. Each student will receive weekly feedback, verbally and/or in writing. Self-evaluation by students is required. The clinical evaluation tool serves as a means for documenting strengths, weaknesses, and progress of the student in meeting the clinical student learning outcomes. If the student is having difficulty or unsatisfactory, the faculty member and student may develop an action plan. The action plan constitutes a contract for improvement. By the end of the course, each student must achieve a satisfactory rating in the clinical component of the course to be successful and progress. Satisfactory is defined as the consistent demonstration of expected role competencies in each student learning outcome. Following the evaluation conference, the clinical evaluation tool is signed by the student and faculty member. The signature of the student indicates that he/she has read the tool; it does not necessarily indicate agreement. The student is encouraged to write additional comments weekly to document improvement.

Grading Policy

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

- A: 100 – 92
- B: 91 – 84
- C: 83 – 77
- D: 76 – 70
- F: 69 & Below

Post – Test Analysis

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

Test Review

Test reviews will be conducted after unit tests upon student request. In the remote environment, concepts will be reviewed, and in the face-to-face environment, individual tests will be reviewed. Final exams will not be reviewed. After course grades are submitted in SONIS, no further review of any tests by students will be permitted.

Total Testing

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

Student Action Plans

Students will be given ongoing feedback regarding their performance throughout the program. If a student is having difficulty, the instructor will meet with them to address concerns and develop an action plan as needed to improve student performance. In addition, certain behaviors and levels of performance are expected in the academic and clinical settings. To retain those students who are suited academically and professionally for healthcare professions, consistent disciplinary action within the program and college will be applied as follows:

- The program faculty, along with college leaders, have the primary responsibility of enforcing policies as they pertain to academic progress, discipline, and unsatisfactory performance. Clinical staff share and participate in the responsibility for enforcing relevant policies.
- Action Plans may be developed due to policy violations or unsatisfactory academic and/or clinical performance to improve performance. An action plan may also be given for failure to abide by the Code of Conduct outlined in the Community Standards policy or the Honor Code outlined in the Academic

Integrity policy. Action plans will include a review of the deficiency/violation, specific goal(s) for improvement, and a timetable for corrective action to take place.

- Action Plans are tools used to identify areas for growth and improvement by outlining specific steps and actions needed to encourage progression of development. Student Learning Outcomes guide expected behaviors.
- Students are expected to make corrective actions to meet the action plan's goals to be satisfactory for the course/clinical objectives and continue to demonstrate the expected performance in future courses. If a student receives 3 action plans during their time in the ADN program, they will be dismissed*.
- If a student receives an action plan in weeks 4-6 of the course, the action plan will carry over into the next course to allow them proper time to meet the tenets.
- If a student fails to meet the tenets of the action plan within the allotted time, they will be unsuccessful in the course.

*Students currently in the program with three or more Action Plans will be dismissed if any additional plans are initiated.

ADN Program Progression

To progress in the nursing program, the student must:

1. Achieve a grade of C or better in all required general education and nursing courses in the ADN master curriculum.
2. Be current in all required credentials for clinical placement (i.e., CPR, immunizations, drug screen, background check, and health assessment) as required by clinical agencies.
3. Maintain the ability to meet essential eligibility criteria for nursing with or without reasonable accommodations.
4. Maintain program health requirements.
5. Maintain continual program enrollment with satisfactory progress. A maximum leave of absence of 12 months total is permitted while in the ADN program.

Reinstatement: After an unsuccessful attempt in a nursing course or a required general education course, the student may petition for reinstatement if eligible.

Eligibility for Reinstatement:

- Students who have a first unsuccessful attempt (withdrawal or failure in a nursing course or required general education course) in the master curriculum are eligible to return to the program and will be considered for reinstatement.
- Students who have a second unsuccessful attempt (withdraw or failure in a nursing course or required general education course) are eligible as follows:

- If the second unsuccessful attempt occurs in a nursing course before enrollment in NUR 150, the student will be dismissed and has the option to reapply to the program.
 - If the second unsuccessful attempt occurs in NUR 150 or above, the student may apply for reinstatement and will be required to repeat NUR 150 and then continue in the course where the unsuccessful attempt occurred.
- Students who are unsuccessful in a general education course will repeat the general education course and continue in the nursing sequence. A failure in a required general education course counts toward the 2 unsuccessful attempts allowed.
- Students are only permitted 2 unsuccessful attempts in courses in the master nursing curriculum. After 3 unsuccessful course attempts, students are dismissed without the option to reapply.
- Students dismissed from the program for disciplinary reasons and/or unsafe client care in the clinical setting are not eligible for reinstatement in the nursing program.
- A minimum cumulative GPA of 2.0 at the current institution is required for reinstatement.
- Students who desire reinstatement must apply for reinstatement to the program. Reinstatement requests must be received by the ADN Program chair within 48 hours of final grade postings in the term which the student failed, or withdrew, to be considered for the following term. If a request for reinstatement is not received 14 days after an unsuccessful attempt, the student will be dismissed from the program.
- Reinstatement is not guaranteed and is based on space available. A rubric is used to determine reinstatement when space is limited consists of student attendance, action plan, lab/clinical performance, and GPA. A waitlist will be maintained.
- A student who transfers into the ADN program is ineligible for reinstatement if they had been unsuccessful in a nursing course in their previous program. The first unsuccessful attempt in any course in the nursing curriculum at Carolinas College will result in an academic dismissal without opportunity to reapply.

Readmission

Students not eligible for reinstatement may apply for program admission as a new student and must submit and must meet all current admission criteria. A student unsuccessful in the same course twice is ineligible for readmission to the program.

If accepted as a new student the student must take, or retake, all nursing program courses in the current nursing curriculum. Students that have scored below a C in 3 or more courses in the nursing master curriculum are not eligible for admission to the ADN program at Carolinas College. If a student has scored below a C in 2 or less nursing courses, they may be considered for admission into the college but will not receive credit for any previously completed applied courses if admitted.

Students who have been out of the nursing program for two or more terms will be required to demonstrate the following competencies as appropriate to the course(s):

1. Pass a comprehensive simulation demonstrating safety and competency in nursing care.
2. Demonstrate acceptable skills proficiency for the following within two attempts: Head-to-toe assessment; medication administration by all routes, vital signs assessment and interpretation, IV therapy (IV medication administration and identification of complications), sterile procedure competency: dressing change, tracheostomy suction and/or urinary catheterization.

Nurse Aide II Certification

Students successfully completing NUR 110 and NUR 120 and demonstrating successful verification of the listed skills may be eligible to apply to the NC Board of Nursing for listing as a Nurse Aide II. An application, program chair verification and fee must be submitted to the North Carolina Board of Nursing by the applicant.

Licensure

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

Awards and Recognition

In addition to other awards given by the College, nursing excellence awards are presented to graduating nursing students. These awards are presented to nursing graduates who exhibited commendable performance in clinical and best exemplified the core components of each nursing specialty practice. Nursing faculty select graduates for the following nursing excellence awards: Adult Health, Behavioral Health, Child-Adolescent, Maternal-Neonatal and Acute Clinical Concepts. Additionally in the spring

term one senior student is selected for the Betty Garrison Award and receives a ticket to the annual banquet honoring nursing.

Nursing:

Non-Credit Course Offerings

Nurse Aide I

This 120 hour, non-credit course culminates in eligibility to sit for testing to be listed as a Nurse Aide I in North Carolina. The program is approved by the North Carolina Department of Health and Human Services/Division of Health Service Regulation (DHHS/DHSR). This training is open to the public and is separate from the college's nursing programs. Students in this program take NUR 010.

The course of instruction provides the theoretical and practical knowledge and training required for graduates to be competent practitioners as nurse aides. CPR certification is a component of the curriculum for this course. Clinical experiences are provided in the nursing home and/or rehabilitative setting. Didactic instruction may occur in either the online environment using the learning management system or face to face in the classroom and in simulated labs.

The Nurse Aide I curriculum meets or exceeds the standards of the Division of Health Service Regulation (DHSR) for listing on the Nurse Aide Registry.

Student Learning Outcomes

At the completion of the Nurse Aide I Course, students will:

- Demonstrate respect for the dignity and worth of patients while providing age and developmentally appropriate care.
- Communicate effectively in both oral and written form with members of the healthcare team.
- Demonstrate satisfactory performance of NA I skills related to hygiene, safety, nutrition, exercise, elimination, mobility, and aging.
- Employ principles of safety when providing patient care.
- Identify the role of the Nurse Aide I as a member of the healthcare team.

Attendance

- In the Nurse Aide I program engagement and/or participation is essential for learning and retention of content. For this to occur, students need to be present, on time, and engaged.:
 - 0-14 minutes after the assigned start time is considered a tardy.
 - **More than 15 minutes** tardy for a lab or clinical will be considered an **absence**.
 - 3 late arrivals also will be considered one 6-hour absence.
 - Leaving class early without official documentation will equvalate to one 6-hour absence. If an absence is going to occur, the student must communicate with the instructor. Absences should be medical, or illness related.

Skills lab and clinical attendance is required. Satisfactory completion of NA I requires students to attend 114.0 hours of the program. A student may be absent for **no more than 6 hours**. All missed skills lab and clinical experiences must be made up for the student to successfully complete the Nurse Aide I program. If any time is missed in the skills lab or clinical the student must contact their NA I faculty member to schedule make-up time. The date and time of the make-up is at the instructor's discretion. No shows and late arrivals to the make-up session may result in cancellation of the make-up session and marked as an additional absence. If the requirement for attendance is not met, the student will receive an unsatisfactory for the course and not pass the program. All absences will be recorded and include the date, content missed, and date content made up. Exceptions to this policy will be at the discretion of the Coordinator of the NA I Program.

It is the student's responsibility to contact the primary instructor and arrange make-up material and experiences missed as soon as the student returns to the facility. All absences must be made up in accordance WITH the attendance policy.

Grading Policy

Grading for the Nurse Aide I course will be Pass/Fail. Numerical range for program grades:

- P: 100 – 80
- F: 79 & Below

All students must have a course grade average equal to at least 80% for the didactic section and demonstrate skill proficiency for all required skills in the simulated lab setting and clinical setting and achieve a satisfactory rating on the final clinical evaluation tool. Students will be evaluated periodically during the course and an action plan will be developed as necessary to ensure student success.

Certificate of Completion

Graduates of the program will receive a Nurse Aide I Certificate and are eligible to take the Pearson Vue National Nursing Assistant Assessment Program (NNAAP) Examination which includes a written exam and skills competency testing for listing on the NA I Registry.

Nursing:

Bachelor of Science in Nursing

The Bachelor of Science in Nursing (RN-BSN) program is designed for graduates from an accredited associate or diploma degree program who want to advance professionally by completing a BSN degree.

Program Mission and Organizing Framework

In support of the college mission, the RN-BSN program enhances prior education and practice experiences to equip graduates with the knowledge, skills, and professionalism needed to drive positive change as empowered baccalaureate nurses.

Supporting the foundation of nursing as a discipline and integrating a liberal education, the RN-BSN program incorporates the American Association of Colleges of Nursing [AACN (2021)] The Essentials: Core Competencies for Professional Nursing Education:

- Domain 1: Knowledge for Nursing Practice
- Domain 2: Person-Centered Care
- Domain 3: Population Health
- Domain 4: Scholarship for Nursing Discipline
- Domain 5: Quality and Safety
- Domain 6: Interprofessional Partnerships
- Domain 7: Systems-Based Practice
- Domain 8: Informatics and Healthcare Technologies
- Domain 9: Professionalism
- Domain 10: Personal, Professional, and Leadership Development

Additionally, the RN-BSN program adheres to Atrium Health's core values of caring, commitment, integrity, and teamwork.

Philosophy

We, the faculty, believe BSN-prepared nurses deliver safe, evidence-based care within complex healthcare environments. As healthcare services and environments rapidly evolve, nurses are expected to assume a variety of roles, coordinate care, work in interprofessional teams and support the nursing profession. Caring encompasses the foundation of professional nursing, and the systematic process utilized to devise the goals of nursing actions. Additionally, professional nursing practice extends across the lifespan of human beings to include individuals, families, aggregates, communities and populations. Humans are complex, open systems who are integral with their environments. The faculty believe that nursing is concerned with human interactions within their environments and its influence on health. Therefore, BSN nursing education at Carolinas College, with the support of Atrium Health, prepares learners for professional practice to serve the people within the learner's communities and beyond.

A professional nurse is continuously applying clinical reasoning and critical-thinking competencies to practice. As nursing knowledge transforms into wisdom, the BSN nurse utilizes informatics, science, liberal arts and leadership to not only improve care outcomes but to promote wellness, prevention and rehabilitation. The baccalaureate nurse continuously evaluates his or her lifelong learning goals to seek opportunities for growth, currency and professional development.

The faculty at Carolinas College guide, design, and coordinate the BSN experience to successfully meet the needs of students by implementing integrative strategies for learning. Learners have a varied set of cognitive, psychological, social, and cultural characteristics that require faculty to meet different learning needs and styles. Learning and education objectives are focused on the professional practice and roles of the baccalaureate nurse.

Student Learning Outcomes

Demonstrate evidence-based decision-making to achieve optimal patient outcomes and improve the quality of care for all.

Demonstrate leadership, advocacy, and professional identity through active learning, care-coordination, and self-reflection.

Provide clinically competent care of individuals, families, and communities in a variety of settings across diverse populations.

Apply communication skills and tools with interprofessional healthcare teams, patients, families, and communities.

Examine the impact of health care policy, finance, and regulatory environments on ethical and equitable care delivery.

Curriculum

The RN-BSN degree is a 120-credit hour program designed to include content focused on the evolving healthcare environment and utilize lower-level coursework completed at the associate degree or diploma level as the foundation of the baccalaureate program.

The RN-BSN program includes:

- Thirty-seven (37) credit hours of designated NUR core content validated and awarded based upon RN licensure,
- Thirty-three (33) credit hours of lower-level general education courses,
- Eighteen (18) credit hours of upper-level general education courses, and
- Thirty-two (32) credit hours of upper-level nursing courses.

Sample RN-BSN Plan of Study

Fall Semester		Credits
Fall I		
NUR 301	Transition to Baccalaureate Nursing	3
Fall II		
ENG 240	Research and Evaluation	3
HLC 310	Cultural Aspects of Health and Illness	3
Total		9
Spring Semester		Credits
Spring I		
HLC 430	Healthcare Policy and Regulation	3
Spring II		
SOC SCI XXX	Social Science Elective	3
HUM XXX	Humanities Elective	3
Total		9
Summer Semester		Credits
Summer I		
ELE	General Education Elective	3
HLC 320	Legal and Ethical Issues in Healthcare	3
Summer II		
SOC 232	Social Aspects of Aging	3
HLC 420	Transformational Leadership and Management	3
Total		12
Fall Semester		Credits
Second Year		
Fall I		
MAT 201	Elementary Statistics	3
HLC 410	Research and Evidence-Based Practice	3
Fall II		
HLC 330	Inter-Professional Collaboration and Problem-Solving	3
HLC 350	Healthcare Informatics	3
Total		12
Spring Semester		Credits
Second Year		
Spring I		
NUR 340	Health Promotion and Population Health	4
Spring II		
NUR 450	Capstone Project	4
Total		8
Total Credit Hours		50

*Please note that NUR 301 is the mandatory opening course of the RN-BSN curriculum and NUR 450 is the culminating course and must be taken at the end. All other coursework can be taken in any sequence based on availability and the individual

student's program of study. Students entering the program in the summer semester will take general education requirements in the first semester.

Program Format

The RN-BSN program includes content focused on the evolving healthcare environment. The 100% online program with 7-week courses is designed in an accessible and accelerated format to accommodate student flexibility. Most students can complete the program within 18 months. Certain RN-BSN courses are open to health science students with specialties outside of nursing. Therefore, nursing students have the unique opportunity for interprofessional experiences through student-to-student course activities.

Teaching Methods - Examples may include: Multimedia lectures, readings, online discussions and activities, "check your knowledge" quizzes, scholarly writing exercises, collaborative or individual projects and presentations, peer and faculty feedback.

- Student-Content Interactions
 - Examples may include: Students will engage with course content by completing weekly reading assignments; viewing weekly lectures and videos; completing quizzes and other online activities; and participating in online small group discussions. Students will engage in formative assessments to guide learning and summative assessments to measure the mastery of learning standards and curriculum essentials.
- Student-Faculty Interactions
 - Examples may include: Students will watch the faculty's lectures online and will interact with the faculty through the class discussion board. Every week, the faculty will provide feedback to students on completed learning activities and assignments in the multimedia format.
- Student-Student Interactions
 - Examples may include: Students will introduce themselves in the classroom. Throughout the course(s), students will be encouraged to ask questions about the course within a forum and students will have the opportunity to answer their peers' question(s). Students will interact with their peers within team and course assignments.

Online Attendance and Participation

Students are expected to login to courses four or more times weekly to read announcements, obtain course updates, and participate in learning activities for the week. It may be necessary to login more often to complete assignments and communicate with peers and faculty. Students may find it helpful to make a calendar or checklist to organize study routines. Unsatisfactory attendance may be considered

adequate reason by the course faculty to request the student to withdraw from the course.

Course-related communication with faculty and class members is considered professional communication. Courses with required online discussions may have rules pertaining to participation and academic rigor.

Refer to the Acceptable Use policy for more information about electronic communication and netiquette and minimum technology requirements.

To be successful in this fully online program, students are expected to be able to:

- Create and edit documents using Microsoft Word, Excel and PowerPoint.
- Send and receive email messages with file attachments.
- Navigate the internet and use search engines.
- Upload and download files from the learning management system and other sites as directed by course faculty.
- Learn additional technical skills following instructions provided by course faculty.

Clinical Activities & Assignments

Two courses (NUR 340, NUR 450) are facilitated online with didactic and immersive learning experiences that include service-learning, virtual simulation, and/or a capstone project. Virtual simulation is utilized for experiences, such as natural or man-made disasters, that are not available outside the simulation environment. Students spend time completing their service-learning immersive experience to provide needed resources and services within their community. The capstone project is developed, implemented in a practice setting, and evaluated within the culmination course.

Grading Policy

A: 100-90

B: 89-80

C: 79-75

D: 74-70

F: 69 & below

Licensure

Students need to maintain a current unencumbered registered nurse license in their state of residency while enrolled in the program. A student whose license becomes encumbered or is not current must immediately contact his or her faculty of record and the program chair.

Awards and Recognition

In addition to other awards given by the college, the RN-BSN program presents two awards to graduating students. The Scholarly Writing Award is presented to the student who has demonstrated excellent writing skills and critical thinking, while using evidence to support written content. The Leadership Distinction Award is presented to the student who has consistently been recognized by peers, faculty, and/or organizations as an excellent leader and teammate.

Course Descriptions

This section reflects all courses expected to be offered by Carolinas College of Health Sciences during the 2024-2025 academic year. Please refer to your specific program's curriculum sheet and the College's registration bulletin for course offerings by term.

BIO 110: Principles of Biology

Credits: 4 (3 Class, 1 Lab) This course provides a survey of fundamental biological principles for non-science majors. Emphasis is placed on basic chemistry, cell biology, metabolism, genetics, evolution, ecology, diversity, and other related topics. Upon completion, students should be able to demonstrate increased knowledge and better understanding of biology as it applied to everyday life.

BIO 130: Introduction to Neuroscience

Credits: 3 (3 Class) This course provides an overview of the human nervous system with an emphasis on the structure and function of the brain. Topics include anatomy of the nervous system, the physical and chemical bases of action potentials and synaptic transmission, sensory processing, motor pathways and higher brain functions dealing with memory, language and brain disorders.

BIO 168: Human Anatomy and Physiology I

Credits: 4 (3 Class, 1 Lab) A study of the structure and function of the human body approached from a cellular and system level. Cells, tissues, integument, skeletal system, muscular system, nervous system and special senses are included. This general studies class fulfills a natural sciences/mathematics requirement for students enrolled in a degree program.

BIO 169: Human Anatomy and Physiology II

Credits: 4 (3 Class, 1 Lab) A continuation of BIO 101. The endocrine, cardiovascular, lymphatic/immune, respiratory, digestive, urinary and reproductive systems are included, as well as metabolism and fluid and electrolyte balance. This general studies class fulfills a natural sciences/mathematics requirement for students enrolled in a degree program. Prerequisite: BIO 168.

BIO 200: Microbiology

Credits: 4 (3 Class, 1 Lab) This course is a study of the basic physiology of bacteria and viruses with emphasis on the general biology of microbes, control of microorganisms, interaction of microbes and the human body, and diseases caused by microbes.

CHM 104: General Chemistry I

Credits: 4 (3 Class, 1 Lab) This course covers the fundamental principles and laws of chemistry. Topics include measurement, atomic and molecular structure, periodicity, chemical reactions, chemical bonding, stoichiometry, thermochemistry, gas laws and solutions. Offered summer only.

COM 101: Communication

Credits: 3 (3 Class) This course provides an overview of basic communication concepts to enhance skills to communicate in interpersonal, small group, intercultural, organizational, mass communication contexts. Offered fall only.

COM 120: Interpersonal Communication

Credits: 3 (3 Class) This course introduces the practices and principles of interpersonal communication in both dyadic and group settings. Emphasis is placed on the communication process, perception, listening, self-disclosure, speech apprehension, ethics, nonverbal communication, conflict, power, and dysfunctional communication relationships. Upon completion, students should be able to demonstrate interpersonal communication skills, apply basic principles of group discussion, and manage conflicting interpersonal communication situations.

CSA 310: Cross-sectional Anatomy

This course will provide an introduction to advanced imaging methods and analysis. Students will learn to utilize a variety of imaging methods to improve patient assessment, reduce cost, and improve health outcomes. Emphasis will be placed upon anatomical identification, cross-modality correlation, data analysis, safety, and improved operational efficiencies. *Students in the BSMI program completing the CT elective track must take CTT 101, CTT 102 and CSA 310.

CTT 101: Computed Tomography I

Credits: 3 (Class) This course is a theory class designed for the ARRT registered Radiologic Technologist to advance their knowledge and skill within the modality of computed tomography. The class focuses on CT physics principles, CT equipment, CT-specific procedures, image acquisition, processing and reconstruction, image quality, and CT cross-sectional anatomy. Patient safety concerns are addressed throughout the course as it relates to radiation safety, contrast issues and an overall emphasis on patient care. The class introduces students to advanced CT procedures, such as CT-guided biopsies, brain perfusions and CT cardiac studies. This course briefly discusses the future advancements of CT technology. Prerequisite: ARRT Radiography Registry. *Students in the BSMI program completing the CT elective track must take CTT 101, CTT 102 and CSA 310.

CTT 102: Computed Tomography II

Credits: 3 (Practicum) This course is a clinical class designed for the ARRT registered Radiologic Technologist to advance their knowledge and skills within the modality of computer tomography. Clinical application of CT physics principles, CT equipment, CT-specific procedures, image acquisition, processing and reconstruction, image quality

and CT cross-sectional anatomy from CTT 101. Patient safety concerns are addressed throughout the course as it relates to radiation safety, contrast issues and an overall emphasis on patient care. Clinical emphasis will continue to develop and demonstrate competency in the performance of CT procedures and patient care skills. Prerequisite: ARRT Radiology Registry. *Students in the BSMT program completing the CT elective track must take CTT 101, CTT 102 and CSA 310.

ENG 101: English Composition

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

ENG 231: Early American Literature

Credits: 3 (3 Class) This course covers selected works in American literature from its beginnings to 1865. Emphasis is placed on historical background, cultural context and literary analysis of selected prose, poetry and drama. Upon completion, students should be able to interpret, analyze and respond to literary works in their historical and cultural contexts. This general studies class fulfills a humanities/fine arts requirement for students enrolled in a degree program. Prerequisite: ENG 101.

ENG 232: American Literature II Seminar

Credits: 3 (3 Class) This course explores key works of American literature from 1865 to the present, examining the evolution of prose, poetry, and drama in the context of significant historical and cultural developments. Students will analyze literary texts with attention to their themes, genres, and artistic significant, gaining insight into the social and intellectual movements that shaped them. Upon completion, students will be able to interpret and critically evaluate American literary works within their historical and cultural context.

ENG 235: Film as Literature

Credits: 3 (3 Class) This course explores cinematic works as a form of literature, with an emphasis on the use of literary elements within the medium. Works will be drawn from a variety of genres, eras and cultures. The course will include a comparison of at least one work of film to the piece of traditional literature it was based on or drew from. Upon completion of the course, students will be able to interpret, analyze and respond to films as literary works and explain the relationship between films and traditional, text-based literature. Prerequisite: ENG 101.

ENG 240: Research and Evaluation

Credits: 3 (3 Class) This course provides the student with skills needed to review and evaluate research and effectively communicate data. Emphasis is placed on

understanding research, such as library research, personal surveys, historical analysis, collections of bibliographies, quantitative and qualitative methods, as well as source credibility evaluation and APA formats. Prerequisite: ENG 101.

ENG 242: British Literature II Seminar

Credits: 3 (3 Class) This course examines key works of British literature from the Romantic Period to the present, focusing on prose, poetry, and drama that reflect the evolution of English literary traditions. Students will explore the historical and cultural contexts of these texts, analyzing their themes, genres, and artistic significance. Upon successful completion, students will have developed skills in critical interpretation, literary analysis, contextual understanding, and effective communication.

GEN 102: Leadership Development

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

HEA 109: Health and Wellness

Credits: 3 (3 Class) This course will provide a general overview of the physical, social, emotional, spiritual and environmental dimensions of health and their applications to personal wellness.

HEA 110: Integrative Health

Credits: 3 (3 Class) This course will provide a general overview of integrative health. The core areas of health will be examined. Complementary therapies incorporating the seven core areas will be implemented by the learner.

HLC 102: Medical Terminology

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

HLC 200: Special Topics

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

HLC 310: Cultural Aspects of Health and Illness

Credits: 3 (3 Class) This course provides a comprehensive exploration of cultural competence in healthcare, emphasizing the integration of diverse cultural, ethnic, religious, sociological, and economic factors in understanding illness and promoting health. Students will develop essential skills in communication, advocacy, and the application of evidence-based practices to effectively manage healthcare across diverse populations.

HLC 320: Legal and Ethical Issues in Healthcare

Credits: 3 (3 Class) This course delves into legal and ethical aspects of healthcare, covering topics such as medical complexities, current laws, and patient responsibilities. It also explores ethical theories, professional standards, and the rights and responsibilities of patients and healthcare professionals. Students will gain insight into contemporary legal and ethical challenges faced by healthcare professionals.

HLC 330: Inter-Professional Collaboration and Problem-Solving

Credits: 3 (3 Class) This course explores the critical aspects of interprofessional collaborative practice and patient-centered care, emphasizing frameworks, competencies, and strategies essential for effective teamwork in diverse healthcare settings. Students will analyze tools, team dynamics, values, ethics, roles, responsibilities, communication strategies, and collaborative practices necessary for successful collaboration. The course will also address conflict management in complex healthcare environments and apply teamwork strategies to enhance group relational decision-making through practical team projects.

HLC 350: Healthcare Informatics

Credits: 3 (3 Class) This course introduces the healthcare professional to effective communication, support of safe health practices, and improving patient outcomes through information management and technology. Effective use of information systems and the basics of data management, exchange, and safe utilization will be reviewed. Students explore legal and ethical considerations in healthcare informatics and contemporary uses of technology. Students will also engage with current trends, consumer health information, and how to use data to inform practice and make decisions.

HLC 410: Research and Evidenced-Based Practice

Credits: 3 (3 Class) This course provides a comprehensive exploration of research methodologies, evidence-based practice (EBP), and quality improvement (QI) in healthcare, emphasizing their distinct roles and contributions to achieving optimal patient outcomes. Students will learn to critically evaluate research sources, apply evidence-based principles in healthcare delivery, and navigate ethical considerations to ensure the safety and protection of human subjects.

HLC 420: Transformational Leadership and Management

Credits: 3 (3 Class) This course delves into the multifaceted aspects of leadership and management within healthcare organizations, focusing on financial stewardship, team dynamics, ethical conduct, leadership theories, and systems leadership. Students will analyze organizational constraints, prioritize cost-effective care, evaluate team performance, resolve conflicts, delegate responsibilities, and promote diversity while maintaining ethical standards. The course also explores various leadership roles, styles, complexity science, change management theories, and leader well-being. Additionally, students will examine the pivotal role of organizational leaders in fostering relationships, safety culture, quality improvement, resource management, and professional accountability in healthcare settings.

HLC 430: Healthcare Policy and Regulation

Credits: 3 (3 Class) This course will examine healthcare policy and regulatory environments from the perspective of local, state, national and global healthcare trends. The impact of policy issues, including healthcare costs, quality of services, financing of healthcare systems, scope of professional practice, workplace safety and how policy is affected by political compromise will also be evaluated. Students will learn basic elements of healthcare regulation, accrediting bodies, structure of organizations, influences of key policies on healthcare delivery, and the relation between the public and private sectors on health policy.

HTL 410: Basic Histotechniques

Credits: 7 (5 Class, 2 Lab) This course introduces histology laboratory operations and routine histologic techniques. The applied laboratory techniques of gross dissection, fixation, decalcification, tissue processing, embedding, microtomy, frozen sectioning, and basic H & E staining are developed and demonstrated by the student throughout the course. Histology laboratory organization, terminology, specimen accession, record keeping, instrumentation, laboratory safety, and quality assurance as well as the topics of OSHA regulations, CAP requirements, and Protected Patient Information are discussed to correlate good laboratory practices to quality patient care. Prerequisite: Admission to the histotechnology program.

HTL 420: Advanced Histotechniques

Credits: 7 (5 Class, 2 Lab) This course integrates the theories of staining and the associated chemistry to the applied techniques of special staining, immunohistochemistry, and enzyme histochemistry. Laboratory mathematics utilized in the histopathology laboratory is employed to prepare staining reagents. Immunology is discussed as it relates the immunohistochemical techniques demonstrated in this course. Fundamental enzymology is correlated to muscle enzyme histochemistry assays. The bright field microscope is employed for interpretation of staining results, identification of tissues and disease states of the various organ systems. The course further develops the cognitive and psychomotor skills learned in HTL 410. Prerequisite: HTL 410

HTL 430: Professional Issues I

Credit: 1 (1 Class) This course comprises units of study on professional development and educational methodologies. The units are taught throughout the entire length of the program. The unit on professional development emphasizes the integration of principles related to accreditation and certification into professional practice along with a focus on developing professional ethics and participating in professional activities. The unit on educational methodologies includes an application of educational concepts concerning instructional techniques and terminology that can be utilized in an educational setting as well as to train providers of laboratory services. Prerequisite: Admission to the histotechnology program.

HTL 440: Professional Issues II

Credits: 2 (2 Class) This course comprises units of study on research design and management. The units are taught throughout the entire length of the program. The unit on research design emphasizes the fundamentals of research terminology, sampling, and measurement as well as the comparison of research design and analysis practices. The unit on management includes the preparation of managerial principles, budget considerations, laboratory safety practices, and quality assurance, quality improvement and total quality management as applied to the pre-analytical, analytical, and post-analytical components of the laboratory environment. Prerequisite: Admission to the histotechnology program.

HLT 450: Histotechnology Practicum

Credits: 6 (4 Class, 2 Practicum) This is a clinical course that provides entry-level clinical experiences in the histopathology laboratory of Carolinas Medical Center. This course is designed to assist the student in refining skills and theory learned in previous courses in the histotechnology program along with understanding the daily workflow of a comprehensive histopathology laboratory. This course includes classroom, online and clinical components with emphasis on preparing a quality microscopic slide for

diagnosis. Clinical experiences include gross exam, accessioning, tissue processing, embedding, microtomy, special staining, immunohistochemistry, kidney/muscle cryotomy and case assembly. Included in this course is the opportunity to observe cytological preparatory techniques. Upon completion, the student will demonstrate proficiency as an entry-level histotechnologist and be prepared to take the American Society for Clinical Pathology Board of Certification exam at the HTL level.

Prerequisites: HTL 410, HTL 420

LEA 102: Leadership Development

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

LEA 201: Project Management

Credits: 3 (3 Class) This course provides a foundation for managing projects in a variety of settings. The purpose of this course is to introduce the concept of project management and provide an understanding of the process for project management from creation to completion.

LEA 211: Quality Management

Credits: 3 (3 Class) This course introduces principles of quality assessment and improvement, and utilization, risk, and case management. Topics include fiscal management, Continuous Quality Improvement, and case management processes, data analysis/reporting techniques, credentialing, regulatory quality monitoring requirements, and outcome measures and monitoring.

LEA 301: Leadership Styles & Strategies

Credits: 3 (3 Class) This course examines the different leadership styles and strategies to help provide direction, implement plans, and motivate healthcare professionals in any professional practice environment. This course will prepare students to develop and practice leadership skills through understanding personal leadership styles, leadership theory and communication theory, exploring personality types, communication styles, and leadership styles, and networking and developing mentoring relationships in a healthcare environment.

LEA 401: Leading High Performing Teams

Credits: 3 (3 Class) This course is designed to help the learner develop essential skills including improving self-understanding, analyzing the effectiveness of others, team constructing, leadership, encouragement, and conflict resolution. Students will gain a practical training of how to analyze and maintain effective team performance along with how to recognize and solve key issues

LEA 450: Leadership Capstone

Credits: 3 (3 Class) This course will provide opportunities to incorporate evidence-based practice, informatics, leadership, professional practice, and interprofessional collaboration. Students will utilize a variety of methods to disseminate findings and document implementation of improved methods.

MAM 101: Mammography I

Credits: 3 (3 Class) This course is designed for the ARRT registered Radiologic Technologist to advance their knowledge and skill within the modality of mammography. The didactic component of the class focuses on the fundamentals of mammography, breast imaging equipment and techniques for image quality. Breast anatomy, pathologies, and strategies for communicating with patients are also part of the curriculum.

MAM 102: Mammography II

Credits: 3 (3 Practicum) The mammography practicum is designed for the ARRT registered Radiologic Technologist to advance their knowledge and skill within the modality of mammography. Clinical emphasis will continue to develop and demonstrate competency in the performance of mammography procedures and patient care skills. Patient safety concerns are addressed throughout the class as it relates to radiation safety and an overall emphasis on patient care. Prerequisite: ARRT Radiography Registry.

MAT 101: College Math

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

MAT 143: Quantitative Literacy

Credits: 3 (3 Class) 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.

MAT 201: Elementary Statistics

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

MLS 410: Hematology/Coagulation/Clinical Microscopy

Credits: 7 (6 Class, 1 Lab) This course encompasses theoretical principles of routine blood counts and differentials, urinalysis (clinical microscopy) and cerebrospinal fluid/body fluid counts as well as coagulation profiles. Complex tests including bone marrow studies, cytochemical stains and special coagulation procedures in addition to learning experiences in cytogenetics, histology, cytology and andrology laboratories are included as available. Analysis of blood, urine, spinal fluid, and other body fluids with manual procedures and state of the art instrumentation are part of the experience. Emphasis is placed on the clinical significance and disease correlation of these analytes. Quality assurance, including quality control, is emphasized to ensure accuracy and validity of testing along with the utilization of the Laboratory Information System. This course also includes laboratory mathematical applications relating to hematology. Advanced theoretical and practical performance are emphasized and evaluated throughout this rotation. Pre-analytical, analytical, and post-analytical components are discussed and evaluated throughout the course to enhance critical thinking skills. Prerequisite: Admission to the medical laboratory science program.

MLS 420: Immunohematology (Blood Bank)

Credits: 8 (6 Class, 2 Lab) This course encompasses the theoretical and practical aspects of the blood donor center and transfusion service. Areas of study focus on donor selection and collection, unit processing and component preparation, blood typing, and antibody identification. Emphasis is placed on problem-solving to identify and analyze factors responsible for incompatibilities between patients and prospective donors and between maternal and fetal blood. Pre-analytical, analytical, and post analytical components of transfusion medicine are analyzed throughout the course to enhance critical thinking. Prerequisite: Admission to the medical laboratory science program.

MLS 430: Clinical Microbiology

Credits: 9 (7 Class, 2 Lab) This course encompasses essential didactic and clinical instruction in theoretical principles of pathogenic parasites, bacteria, fungi and agents of bioterrorism. Emphasis is placed upon collection, handling and processing of patient specimens for the isolation, identification, antimicrobial susceptibility testing and medical significance of microorganisms involved in the infectious disease process in the healthcare and community environments. The clinical importance and relevance upon different patient populations, infections, diseases, treatment, and complications arising from various settings is assessed. Use of a bright field microscope and its importance in assessing specimen quality as well as departmental quality control and performance improvement principles and practices are a focus throughout the course to ensure the accuracy and reliability of laboratory information. To encourage and enhance critical thinking, pre-analytical, analytical, and post analytical skills are developed and evaluated throughout the course. Prerequisite: Admission to the medical laboratory science program.

MLS 440: Clinical Chemistry

Credits: 8 (8 Class) This course involves the biochemical analysis of blood, urine, spinal fluid, and other body fluids with manual procedures and state of the art instrumentation. The clinical significance of such analytes as electrolytes, enzymes, lipids, and carbohydrates are analyzed and considered. Drug identification, endocrinology studies, and the serological detection, application and clinical significance of viral hepatitis are included. Quality assurance, including quality control, is integrated to ensure accuracy and validity of testing methods and patient results. This course incorporates the application of laboratory mathematical concepts related to clinical chemistry. Pre-analytical, analytical, and post analytical components are utilized to enhance problem solving and critical thinking skills. Prerequisite: Admission to the medical laboratory science program.

MLS 450: Clinical Immunology

Credits: 4 (3 Class, 1 Practicum) This course encompasses the theoretical and practical aspects of the field of immunology that is utilized in the clinical laboratory. Areas of study focus on the theory of immunity, antibody production, and autoimmunity. Emphasis is placed on the application of testing methodology principles that guide physicians in diagnosing and monitoring immune disorders and infectious diseases. Pre-analytical, analytical, and post analytical components of immunology are analyzed throughout the course to enhance critical thinking. Clinical experiences include rotations in the serology, molecular, flow cytometry, and histocompatibility laboratories. Prerequisite: Admission to the medical laboratory science program.

MLS 460: Professional Issues I

Credit: 1 (1 Class) This course comprises units of study on professional development, educational methodologies, and phlebotomy. The unit on professional development emphasizes the integration of principles related to accreditation and certification into professional practice along with a focus on developing professional ethics and participating in professional activities. The unit on educational methodologies includes an application of educational concepts concerning instructional techniques and terminology that can be utilized in an educational setting as well as to train providers of laboratory services. Phlebotomy prepares the student to properly perform blood collection on a variety of different patients with emphasis on professional behavior, safety, quality specimen collection, and customer service. Prerequisite: Admission to the medical laboratory science program.

MLS 461: Professional Issues II

Credits: 2 (2 Class) This course comprises units of study on research design and management. The unit on research design emphasizes the fundamentals of research terminology, sampling, and measurement as well as the comparison of research design and analysis practices. Prerequisite: MLS 460

MLS 462: Professional Issues III

Credit: 1 (1 Class) This course comprises a unit of study on management. The unit on management includes the preparation of managerial principles, budget considerations, laboratory safety practices, and quality assurance, quality improvement and total quality management as applied to the pre-analytical, analytical, and post-analytical components of the laboratory environment. Prerequisites: MLS 460 and MLS 461

MLS 470: MLS Practicum

Credits: 4 (4 Practicum) This course provides a hands-on clinical experience for students to actively engage in applying theory and practical knowledge through the performance of procedures studied in the previous didactic courses of hematology (MLS 410), immunohematology (MLS 420), microbiology (MLS 430), and chemistry (MLS 440). This course reinforces the ability to correlate clinical laboratory data with patient diagnosis and treatment. Utilizing a faculty-developed plan along with guidance of working laboratory preceptors, students continue developing clinical laboratory skills as well as expanding understanding of the profession and culture of a clinical laboratory. Prerequisites: MLS 410, MLS 420, MLS 430, and MLS 440

MLS 471: Hematology Practicum

Credit: 1 (1 Practicum) This course provides a hands-on clinical experience for students to actively engage in applying theory and practical knowledge through the performance of procedures studied in the didactic course of hematology (MLS 410). This course

reinforces the ability to correlate clinical laboratory data with patient diagnosis and treatment. Utilizing a faculty-developed plan along with guidance of working laboratory preceptors, students continue developing clinical laboratory skills as well as expanding understanding of the profession and culture of a clinical laboratory. Prerequisite: Completion of a bachelor's degree from an accredited university/college with 16 credit hours of Biology and 16 credit hours of Chemistry to include, Microbiology (with lab), Immunology, Organic or Biochemistry, and Statistics and currently enrolled in the Medical Laboratory Science Program. Co-requisite: MLS 410 Hematology

MLS 472: Immunochemistry Practicum

Credit: 1 (1 Practicum) This course provides a hands-on clinical experience for students to actively engage in applying theory and practical knowledge through the performance of procedures studied in the didactic course of immunochemistry (MLS 420). This course reinforces the ability to correlate clinical laboratory data with patient diagnosis and treatment. Utilizing a faculty-developed plan along with guidance of working laboratory preceptors, students continue developing clinical laboratory skills as well as expanding understanding of the profession and culture of a clinical laboratory. Prerequisite: Completion of a bachelor's degree from an accredited university/college with 16 credit hours of Biology and 16 credit hours of Chemistry to include, Microbiology (with lab), Immunology, Organic or Biochemistry, and Statistics and currently enrolled in the Medical Laboratory Science Program. Co-requisite: MLS 420 Immunochemistry

MLS 473: Microbiology Practicum

Credit: 1 (1 Practicum) This course provides a hands-on clinical experience for students to actively engage in applying theory and practical knowledge through the performance of procedures studied in the didactic course of microbiology (MLS 430). This course reinforces the ability to correlate clinical laboratory data with patient diagnosis and treatment. Utilizing a faculty-developed plan along with guidance of working laboratory preceptors, students continue developing clinical laboratory skills as well as expanding understanding of the profession and culture of a clinical laboratory. Prerequisite: Completion of a bachelor's degree from an accredited university/college with 16 credit hours of Biology and 16 credit hours of Chemistry to include, Microbiology (with lab), Immunology, Organic or Biochemistry, and Statistics and currently enrolled in the Medical Laboratory Science Program. Co-requisite: MLS 430 Clinical Microbiology

MLS 474: Chemistry Practicum

Credit: 1 (1 Practicum) This course provides a hands-on clinical experience for students to actively engage in applying theory and practical knowledge through the performance of procedures studied in the didactic course of chemistry (MLS 440). This course reinforces the ability to correlate clinical laboratory data with patient diagnosis and treatment. Utilizing a faculty-developed plan along with guidance of working laboratory

preceptors, students continue developing clinical laboratory skills as well as expanding understanding of the profession and culture of a clinical laboratory. Prerequisite: Completion of a bachelor's degree from an accredited university/college with 16 credit hours of Biology and 16 credit hours of Chemistry to include, Microbiology (with lab), Immunology, Organic or Biochemistry, and Statistics and currently enrolled in the Medical Laboratory Science Program. Co-requisite: MLS 440 Clinical Chemistry

NDT 101: Fundamentals of Neurodiagnostic Technology

Credits: 8 (6 Class, 1 Lab, 1 Clinical) An introduction to neurodiagnostic technology based on national professional competencies, professional standards of practice and associated clinical theories. This course provides an overview of electroencephalography, including basic terminology, procedures, instrumentation, normal brain functioning, and patient safety and documentation. Includes peer-to-peer simulated laboratory experiences focused on proper electrode placement and basic recording techniques. Co-requisite: NDT 102.

NDT 102: Neurodiagnostic Technology Clinical I

Credits: 5 (5 Clinical) This course provides an opportunity for students to apply concepts and develop the skills needed, through peer-to-peer simulations, to provide patient-centered care. Emphasis is placed on developing skills essential to patient care and assessment, effective communication and safe operations of recording instrumentation and equipment. Corequisite: NDT 101.

NDT 151: Applied Neurodiagnostic Technology

Credits: 7 (5 Class, 2 Lab) This course builds upon fundamental concepts and focuses on more specific skills and patient populations. Through peer-to-peer simulations emphasis will be placed on application of instrumentation and recording skills, abnormal brain wave patterns, artifacts identification and troubleshooting; lifespan EEG patterns (neonatal, pediatric, adult, geriatric), neurophysiology and common adult and pediatric neurological disorders and diseases. Prerequisite: NDT 101; Co-requisite: NDT 152

NDT 152: Neurodiagnostic Technology Clinical II

Credits: 5 (5 Clinical) This course is a continuation of Neurodiagnostic Technology Clinical I. Students are expected to progress toward integration of fundamental and advanced concepts. Emphasis is placed on the continued development of technical skills used in testing patients in a variety of clinical settings. Prerequisite: NDT 102; Co-requisite: NDT 151.

NDT 201: Advanced Neurodiagnostic Techniques

Credits: 7 (6 Class, 1 Lab) This course introduces more advanced techniques, including clinical evoked potentials, nerve conduction studies, polysomnography, long-term

epilepsy monitoring and intraoperative monitoring. Emphasis will be placed on effective patient care, recording parameters, instrumentation and application of basic techniques. Prerequisites: NDT 151, NDT 152; Co-requisite: NDT 202.

NDT 202: Neurodiagnostic Practicum I

Credits: 4 (4 Practicum) This course is a continuation of Neurodiagnostic Clinical II. Emphasis will be placed upon continued practice opportunities and competency demonstration in the delivery of more complex procedures, critical thinking and the successful integration of didactic and clinical components. Prerequisites: NDT 102, NDT 152; Corequisite: NDT 201.

NUR 010: Nurse Aide I

This non-credit course is a hybrid didactic and lab/clinical course designed to provide the student with the knowledge and skills needed to provide basic nursing care in a structured healthcare setting under the supervision of a registered nurse. Emphasis is placed on person-centered care, the aging process, communication, safety/emergencies, infection prevention, legal and ethical issues, measurements, elimination, nutrition, basic restorative care/rehabilitation, dementia, mental health and end-of-life care. Upon completion, students are eligible to sit for the National Nursing Assistant Assessment Program (NNAAP) Examination for listing on the North Carolina Nurse Aide I Registry. Prerequisites: Admission into the Nurse Aide I Program.

NUR 100: Nursing Medical Terminology

Credits: 1 (1 Class) Nursing Medical Terminology provides a basis for understanding medical terms, abbreviations and symptomatic, diagnostic, procedural and operative terms utilized in nursing practice. These terms are used by the associate degree nurse in all areas of practice including the core components of human flourishing, nursing judgment, professional identity, and spirit of inquiry.

NUR 110: Fundamentals I

Credits: 4 (2 Class, 2 Clinical Lab) This is a theory and clinical lab course which introduces concepts basic to nursing practice and the role of the associate degree nurse. The course provides the basis for student learning related to the practice of nursing including the core components of human flourishing, nursing judgment, professional identity and spirit of inquiry. Clinical lab emphasis is placed on learning the core components and skills competencies that will be needed when caring for one or more patients in a variety of healthcare settings. Prerequisite: Admission to the nursing program.

NUR 120: Fundamentals II

Credits: 4 (2 Class, 2 Lab/Clinical) This is a theory and lab/clinical course which introduces concepts basic to nursing practice and the role of the associate degree nurse. The course provides the basis for student learning related to the practice of nursing including the core components of human flourishing, nursing judgment, professional identity and spirit of inquiry. Clinical emphasis is placed on the application of the core components and competencies when caring for one or more patients in a variety of healthcare settings. Prerequisite: NUR 110.

NUR 140: Behavioral Health

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

NUR 150: Adult Health I

Credits: 4 (2 Class, 2 Lab/Clinical) This is a theory and lab/clinical course designed to prepare the student for the role of the associate degree nurse in the provision and management of holistic care for the adult patient and his/her family. The course emphasizes the core components of human flourishing, nursing judgment, professional identity and spirit of inquiry in providing care for adult patients with cancer, diabetes, post-surgical procedures, or who are experiencing common cardiovascular or musculoskeletal health alterations. Clinical emphasis is placed on the application of the core components and competencies when caring for one or more patients in a variety of healthcare settings. Prerequisite: NUR 140. 183

NUR 160: Maternal-Neonatal Health

Credits: 4 (2 Class, 2 Lab/Clinical) This is a theory and lab/clinical course designed to prepare the student for the role of the associate degree nurse in the provision and management of holistic care for the maternal/neonatal patient and family. The course emphasizes the core components of human flourishing, nursing judgment, professional identity and spirit of inquiry in providing care for the maternal/neonatal patient. Clinical emphasis is placed on the application of the core components and competencies when caring for one or more patients in a variety of healthcare settings. Prerequisite: NUR 150, BIO 169, PSY 101.

NUR 170: Child & Adolescent Health

Credits: 4 (2 Class, 2 Lab/Clinical) This is a theory and lab/clinical course designed to prepare the student for the role of the associate degree nurse in the provision and management of holistic care for the child/adolescent patient and his/her family. The course emphasizes the core components of human flourishing, nursing judgment, professional identity and spirit of inquiry in providing care for the child/adolescent patient. Clinical emphasis is placed on the application of the core components and competencies when caring for one or more patients in a variety of healthcare settings. Prerequisite: NUR 160, BIO 200, PSY 241.

NUR 180: Adult Health II

Credits: 4 (2 Class, 2 Lab/Clinical) This is a theory and lab/clinical course designed to prepare the student for the role of the associate degree nurse in the provision and management of holistic care for the adult patient and his/her family. The course emphasizes the core components of human flourishing, nursing judgment, professional identity and spirit of inquiry in providing care for adult patients with gastrointestinal, neurosensory, reproductive, respiratory or renal disorders and management. Clinical emphasis is placed on the application of the core components and competencies when caring for one or more patients in a variety of healthcare settings. Prerequisite: NUR 170.

NUR 203: Perioperative Nursing

Credits: 3 (1 Class, 2 Lab/Clinical) Perioperative Clinical Elective is a clinically focused course designed to allow students additional clinical experience in the perioperative setting. The student will attend clinical with an assigned RN staff preceptor. The course emphasizes professional behaviors, communication, assessment, clinical decision making, caring interventions, teaching and learning, collaboration, and managing care for patients in the perioperative setting. Prerequisites: NUR 150.

NUR 210: Advanced Nursing I

Credits: 5 (4 class, 1 Lab/Clinical) This is a theory and clinical/lab course designed to assist the student in synthesizing a holistic collaborative approach to assess, plan, intervene and evaluate outcomes of care for patients across the lifespan. The course emphasizes the core components of human flourishing, nursing judgment, professional identity, and spirit of inquiry in providing care for groups of patients with complex or multiple health problems in a variety of settings. Prerequisites: NUR 180.

NUR 220: Advanced Nursing II

Credits: 3 (1 Lab/Clinical, 2 Practicum) This is a clinical/lab/practicum course designed to assist the student in synthesizing a holistic collaborative approach to assess, plan, intervene, and evaluate outcomes of care for patients across the lifespan. The course

emphasizes the core components of human flourishing, nursing judgment, professional identity and spirit of inquiry in providing care for groups of patients with complex or multiple health problems in a variety of settings by working with an individually assigned staff RN in assuming the roles of the Associate Degree Nurse within the discipline of nursing. Prerequisites: NUR 210.

NUR 301: Transition to Baccalaureate Nursing

Credits: 3 (3 Class) This course introduces students to baccalaureate level competencies for elevating one's practice and supporting professional growth. Students will evaluate current practice, incorporate theories and models, nurture self-care, and establish a foundation for progressive competency in the RN to BSN program. The course will offer interactive learning opportunities to examine the dynamic landscape of health systems and the pursuit of excellence in patient care delivery through leadership, collaboration, nursing scholarship, and professional identity.

NUR 340: Health Promotion and Population Health

Credits: 4 (2 Class, 2 Lab/Clinical) This course examines the multifaceted influences on health across individuals, families, communities, and populations, integrating social determinants, genetics/genomics, culture, ethnicity, race, spirituality, and environment. Students will evaluate the impact of community health resources and public policy on population health outcomes, analyze health-related resources within communities, and apply disease prevention, health promotion, and population-focused interventions.

NUR 450: Capstone Project

Credits: 4 (3 Class, 1 Clinical) The student selects an area of nursing practice to illustrate their transition to baccalaureate-level nursing. Through the application of leadership skills, evidence-based practice, collaborative teamwork, and quality improvement methodologies, the student will conceptualize, execute, evaluate, and disseminate a project aimed at enhancing patient or population outcomes. Special emphasis is placed on fostering professional growth, acknowledging one's role in advancing healthcare, and engaging in reflective practice to seamlessly integrate the essential competencies required to influence patient care and healthcare systems positively. The culmination of this endeavor will be the creation of an ePortfolio, serving as a comprehensive reflection of the student's journey and development as a baccalaureate-prepared nurse.

PHI 201: Ethics

Credits: (3 Class) This course introduces theories about the nature and foundations of moral judgments and applications to contemporary moral issues. Ethical systems studied in the course will examine specific case studies. Upon completion of the course,

students should be able to apply various ethical theories to individual moral issues.
Prerequisite: ENG 101. Offered fall and summer only.

PHL 010: Phlebotomy

This non-credit course is a didactic and clinical course designed to provide the student with the knowledge and skills needed to perform accurate, safe and reliable collection, transportation and processing of blood specimens for laboratory analyses.

PHS 120: Physical Science

Credits: 4 (3 Class, 1 Lab) This course provides a foundation for inquiry into physics and chemistry. The scientific method is applied to concepts from topics including units and measurement, motion, forces, momentum, energy, electricity, magnetism, waves, sound, light, atoms, elements, decay, bonding, and reactions.

PSY 101: General Psychology

Credits: 3 (3 Class) An overview of general topics in the science of behavior including such topics as learning, emotions, motivation, personality, sensation and perception, and adjustment. This general studies class fulfills a social/behavioral sciences requirement for students enrolled in a degree program. Offered fall and summer only.

PSY 241: Human Growth and Development

Credits: 3 (3 Class) A study of the development of the individual from conception to death. Major concepts are acquired through study of the stage and developmental tasks in terms of physical, emotional, social and intellectual growth. This general studies class fulfills a social/behavioral sciences requirement for students enrolled in a degree program. Pre-requisite: PSY 101

RAD 101: Introduction to Patient Care

Credits: 2 (2 Class) This is a theory course which introduces students to concepts of basic patient care. The course provides students with an introduction to the essential and supporting elements of the radiologic imaging process to include communication, professional behaviors, radiation safety and protection, and legal-ethical considerations. Emphasis is on developing skills essential to patient care and assessment and written and oral communication. Prerequisite: Admission to the radiologic technology program. Corequisite: RAD 110.

RAD 110: Applied Radiography I

Credits: 4 (3 Class, 1 Lab) This is a theory and lab course which introduces the student to concepts basic to Radiologic Technology. The course provides an introduction to the essential and supporting elements of the radiologic imaging process to include procedure methods, radiation protection, equipment operation, image evaluation and

legal-ethical considerations. Lab emphasis is on developing skills essential to patient care and assessment, written and oral communication, radiation safety and equipment operation. Incorporated into the course are radiographic procedure methods for radiography of the upper/lower extremity, shoulder girdle, pelvic girdle, chest and abdomen. Prerequisite: Admission to the radiologic technology program. Corequisite: RAD 101.

RAD 115: Practicum Education I

Credits: 1 (1 Didactic) Introduction to the Clinical Environment provides an opportunity to develop the skills needed to provide patient-centered care in a diagnostic imaging environment. Orientation to the clinical environment will include tours of designated facilities. Competency Skills will be completed through structured sequential assignments and shadowing at designated clinical facilities.

RAD 130: Applied Radiography II

Credits: 4 (3 Class, 1 Lab) This is a theory and lab course designed to focus on radiographic procedure methods for radiography of the lower extremity, vertebral column, genitourinary and gastrointestinal systems. The student will also be introduced to more advanced imaging modalities such as arteriography and myelography. Prerequisite: RAD 101, 110, BIO 168, HLC 102, MAT 101.

RAD 135: Practicum Education I

Credits: 2 (2 Practicum) This course is a continuation of Radiologic Technology Practicum Education I. Emphasis is on the development of patient care and communication skills, professional behaviors, radiation protection and safe care, basic problem-solving techniques and equipment use as the student begins to employ the imaging process to perform diagnostic procedures. Students are expected to progress toward integration of fundamental imaging concepts. Required objectives and competencies will be completed through structured sequential assignments at designated clinical facilities. Prerequisite: RAD 101, 110, 115.

RAD 140: Radiation Physics

Credits: 4 (4 Class) This course is designed to provide the student with a base of knowledge from which practicing radiographers can make informed decisions about technical factors and diagnostic image quality. Included will be concepts of the science and technology of imaging, basic concepts of mathematics, fundamentals of physics, the atom, electromagnetism and the X-ray imaging system. Additionally, this course provides an in-depth study of X-ray production, the X-ray tube and the X-ray emission process. Prerequisite: RAD 101, 110, BIO 168, HLC 102, MAT 10; Co-requisite RAD 130

RAD 150: Applied Radiography III

Credits: 3 (3 Class) This is a theory course designed to focus on radiographic procedure methods for radiography of the axial and appendicular skeleton and the body systems as it relates to patients across the lifespan. Imaging procedures of the skull are taught in this course. The student will also be introduced to more advanced imaging modalities such as computed tomography. The basic phlebotomy unit prepares the student to properly perform blood collection in a professional manner with emphasis on safety, quality specimen collection and customer service. Prerequisites: RAD 101, 110, 130, 140, BIO 168, BIO 169, MAT 101, HLC 102; Co-requisite RAD 160

RAD 155: Practicum Education II

Credits: 3 (3 Practicum) This course is a continuation of Radiologic Technology Practicum II. Emphasis is placed upon the enhancement of critical thinking problem-solving skills as the student continues to develop and demonstrate competency in the performance of diagnostic imaging procedures. Learning objectives and remaining competencies will be completed through structured sequential assignments at designated clinical facilities. Prerequisites: RAD 101, 110, 115, 130, 135, 140.

RAD 160: Imaging I

Credits: 2 (2 Class) This course is designed to provide the student with a base of knowledge from which practicing radiographers can make informed decisions about technical factors and diagnostic image quality. It provides an in-depth study of X-ray production and X-ray interaction with matter. In addition, photographic and geometric properties of images will be studied as well as the effects of scatter radiation. Lab sessions will be incorporated into the course to emphasize the components of the lecture material. Prerequisite: RAD 101, 110, 130, 140. Co-requisite: RAD 150.

RAD 210: Applied Radiography IV

Credits: 3 (3 Class) This is a theory course which introduces the student to basic pathophysiology and the radiographic manifestation of disease. Students will continue to develop and demonstrate an increased degree of competence in their performance of the skills related to diagnostic imaging. Prerequisites: RAD 101, 110, 130, 140, 150, 160. Co-requisite: RAD 220.

RAD 215: Practicum Education III

Credits: 4 (4 Practicum) This course is a continuation of Radiologic Technology Practicum III. Emphasis will be placed upon the enhancement of image production and evaluation skills, independent judgment and decision-making and the performance of more complex imaging procedures such as computed tomography and pediatric imaging. Continued practice opportunities and the demonstration of skills typical of entry-level practitioners is also emphasized. Learning objectives and remaining

competencies will be completed through structured sequential assignments at designated clinical facilities. Prerequisites: RAD 101, 110, 115, 130, 135, 140, 150, 155, 160.

RAD 220: Imaging II

Credits: 4 (3 Class, 1 Lab) This course is designed to build on the student's knowledge of the principles and procedures presented in RAD 140 and RAD 160. An in-depth study of electronic equipment used in radiography and fluoroscopy, image receptors, digital radiography and fluoroscopy, fluoroscopy equipment, quality assurance and quality control factors are presented. Prerequisites: RAD 101, 110, 130, 140, 150, 160. Co-requisite: RAD 210.

RAD 230: Applied Radiography V

Credits: 3 (3 Class) This course is designed to enhance expertise in all radiographic imaging procedures, patient care, professional development, radiation protection, and image production and evaluation. Prerequisites: RAD 101, 110, 130, 140, 150, 160, 210, 220. Co-requisite: RAD 240.

RAD 235: Practicum Education IV

Credits: 4 (4 Practicum) This course is a continuation of Radiologic Technology Practicum IV. Emphasis will be placed upon competency demonstration in the delivery of more complex imaging procedures, critical thinking and the successful integration of didactic and clinical components required for certification. Continued practice opportunities and the demonstration of skills typical of entry-level practitioners is also emphasized. Learning objectives and remaining competencies will be completed through structured sequential assignments at designated clinical facilities. Prerequisites: RAD 101, 110, 115, 130, 135, 140, 150, 155, 160, 210, 215, 220.

RAD 240: Radiation Protection

Credits: 4 (4 Class) This course is designed to give the student an understanding of the essential information on radiation protection and the biological effects of ionizing radiation. Building from basic to more complex concepts, this course will cover radiation physics, cell structure, effects of radiation on humans at the cellular and systemic levels, regulatory and advisory limits for human exposure to radiation and the implementation of patient and personnel radiation protection practices. Prerequisites: RAD 101, 110, 130, 140, 150, 160, 210, 220.

RMI 450: Capstone Project

Credits: 3 (3 Class) This course will provide opportunities to incorporate evidence-based practice, informatics, leadership, professional practice, healthcare policy and inter-

professional collaboration to improve clinical practice. Students will utilize a variety of methods to disseminate findings and document implementation of improved methods.

RTP 400: Introduction to Medical Dosimetry

Credits: 3 (3 Class) This course introduces the foundational concepts of medical dosimetry and radiation therapy treatment planning. Topics include computer systems and networks, simulation and treatment units, legal considerations, patient care, and interprofessional communication.

RTP 402: Medical Dosimetry Physics

Credits: 3 (3 Class) This course examines the principles of physics pertinent to radiation therapy treatment planning and delivery. Topics include the structure of matter, principles of electromagnetism, fundamentals of x-ray production, nuclear transformations, interactions of ionizing radiation, measurement of radiation, and quality management.

RTP 412: Imaging & Anatomy

Credits: 3 (3 Class) This course covers imaging methods and applications utilized in radiation therapy treatment planning. Imaging methods including CT, MRI, Nuclear Medicine, and Ultrasound will be discussed in relation to anatomical identification and target delineation. Discussions will also include image management, integration of imaging studies, and contouring references.

RAD 414: Oncology and Treatment Methods

Credits: 4 (4 Class) This course provides a study of neoplastic disease development and related treatment strategies. Emphasis is placed upon integration of treatment for various neoplasms and related anatomical regions. Topics will include mechanisms of cancer development, progression, detection, and diagnosis. Students will also gain an understanding of treatment options available with emphasis upon radiotherapy treatment delivery. (Pre-requisite: RTP 400)

RTP 420: Planning Concepts I

Credits: 4 (4 Class) This course covers external beam radiation therapy treatment planning techniques used in the management of neoplastic disease. Students will study concepts, quantities, and methods needed to develop, calculate, and evaluate plans. Topics will include imaging application, calculations, dose distribution, beam arrangement, and beam modification techniques. (Pre-requisite: RTP 412)

RTP 422: Planning Concepts II

Credits: 4 (4 Class) This course is a continuation of planning concepts and covers advanced methods of external beam treatment planning. Students will study concepts

and processes needed to develop and evaluate complex plans. Topics will include IMRT planning, optimization techniques, stereotactic applications, special procedures, and associated quality control. (Pre-requisite: RTP 420)

RTP 424: Brachytherapy Planning

Credits: 4 (4 Class) This course covers concepts and principles required for brachytherapy planning and dose delivery. Students will study concepts, quantities, and methods needed to develop, calculate, and evaluate a variety of brachytherapy plans. Topics will include biological response, radioactivity, brachytherapy calculations, dose distribution, dose modification, quality, and safety. (Pre-requisite: RTP 402)

RTP 430: Planning Practicum I

Credits: 4 (4 Practicum) This course provides an opportunity to apply concepts and develop the skills needed to generate radiation therapy treatment plans. Emphasis is placed upon the use of critical thinking and problem-solving to analyze, evaluate, and integrate foundational concepts into planning practice. Students will complete required objectives and competencies through structured assignments at designated clinical facilities.

RTP 432: Planning Practicum II

Credits: 4 (4 Practicum) This course is a continuation of Planning Practicum I. Students are expected to progress toward integration of fundamental and advanced concepts. Required objectives and competencies will be completed through structured assignments at designated clinical facilities. (Pre-requisite: RTP 430)

RTP 434: Planning Practicum III

Credits: 4 (4 Practicum) This course is a continuation of Planning Practicum II. Emphasis will be placed upon continued practice and demonstration of advanced skills needed to perform as a medical dosimetrist. Remaining objectives and competencies will be completed through structured assignments at designated clinical facilities. (Pre-requisite: RTP 432)

RTP 460: Medical Dosimetry Review

Credits: 2 (2 Class) This course provides comprehensive integration of key principles and tenets of medical dosimetry practice. Emphasis is placed upon preparation for the medical dosimetry certification exam. (Pre-requisites: RTP 400; RTP 402; RTP 412; RTP 414; RTP 420; RTP 422; RTP 424; RTP 434)

RTT 210: Introduction to Radiation Therapy Procedures

Credits: 3 (3 Class) This course provides an overview of radiation therapy principles and procedures. Emphasis is placed upon the organization of healthcare systems and the

delivery of cancer care. Topics include healthcare and program policy, professional responsibility, multi-disciplinary cancer care, historical aspects of radiation therapy and principles of treatment set-up and delivery. Co-requisites: RTT 215, 220, 230, 240.

RTT 211: Quality Management

Credits: 2 (2 Class) This course provides an overview of quality management in radiation oncology. Emphasis is placed upon operations testing and evaluation of simulators, megavoltage units, treatment planning systems and brachytherapy equipment. An examination of regulatory guidelines and related legal implications is included. Prerequisites: RTT 230; Co-requisites: RTT 221, 231, 241, 250.

RTT 215: Oncology Nursing and Patient Care

Credits: 3 (3 Class) This course provides an in-depth study of oncology patient care with an emphasis on assessment and management of medical conditions specific to patients with cancer. Topics include screening and prevention, patient and community education, communication, care standards, research and protocols, treatment options, management of site-specific treatment effects, prevention of treatment complications and the psychological impacts of cancer. Co-requisites: RTT 210, 220, 230, 250.

RTT 220: Oncology I

Credits: 3 (3 Class) This course provides an in-depth study of the principles of neoplastic development. Emphasis is placed upon cancer development in specific anatomic regions and the selection of treatment. Topics include neoplastic mechanisms, diagnostic procedures, imaging modalities, cross-sectional anatomy, physiology, etiology and epidemiology, signs and symptoms, tumor staging and grading, treatment options and prognostic indicators for malignancies of the major body organs and systems. Co-requisites: RTT 210, 215, 230, 240.

RTT 221: Oncology II

Credits: 3 (3 Class) This course provides a progressive study of neoplastic development. Continued emphasis is placed upon cancer development in specific anatomic regions and an examination of current treatment options. Prerequisites: RTT 220. Co-requisites: RTT 211, 231, 241, 250.

RTT 222: Oncology Decisions

Credits: 3 (3 Class) This course provides an opportunity to utilize problem-solving to address complex issues related to radiation oncology treatment delivery and patient care. Emphasis is placed on utilizing previously acquired knowledge to address various clinical situations and optimize treatment outcomes. Prerequisites: RTT 221. Co-requisites: RTT 232, 242, 260, 270.

RTT 230: Radiation Therapy Physics

Credits: 4 (4 Class) This course introduces the principles of physics pertinent to the use of radiation in the clinical setting. Topics include the structure of matter, principles of electromagnetism, fundamentals of X-ray production, treatment units, nuclear transformations, interactions of ionizing radiation and measurement of radiation. Co-requisites: RTT 210, 215, 220, 240.

RTT 231: Dosimetry

Credits: 4 (4 Class) This course provides an in-depth study of radiation dose measurement and treatment delivery. Emphasis is placed upon calibration procedures, absolute and relative dosimetry, electron and photon beam characteristics, field parameters, dose calculations and beam compensation. Prerequisites: RTT 230. Co-requisites: RTT 211, 221, 241, 250.

RTT 232: Treatment Planning

Credits: 3 (3 Class) This course provides an in-depth study of radiotherapy planning procedures. Emphasis is placed upon data acquisition, isodose construction, image acquisition and image fusion, computer-aided planning, plan evaluation and optimization, target and critical structure identification and prescription variations. A discussion of current and developing treatment methods in correlation with each anatomic region will be included. Prerequisites: RTT 231. Co-requisites: RTT 222, 242, 260, 270.

RTT 240: Radiation Therapy Practicum I

Credits: 3 (3 Practicum) This course provides an opportunity to apply concepts and develop the skills needed to provide patient-centered care. Emphasis is placed upon the use of critical thinking and problem-solving to analyze, evaluate and integrate foundational concepts into clinical practice. Students will complete required objectives and competencies through structured sequential assignments at designated clinical facilities. Co-requisites: RTT 210, 215, 220, 230.

RTT 241: Radiation Therapy Practicum II

Credits: 4 (4 Practicum) This course is a continuation of Radiation Therapy Practicum I. Students are expected to progress toward integration of fundamental and advanced concepts. Required objectives and competencies will be completed through structured sequential assignments at designated clinical facilities. Prerequisites: RTT 240. Co-requisites: RTT 211, 221, 231, 250.

RTT 242: Radiation Therapy Practicum III

Credits: 4 (4 Practicum) This course is a continuation of Radiation Therapy Practicum II. Emphasis will be placed upon continued practice opportunities and the demonstration of

skills typical of entry level practitioners. Remaining objectives and competencies will be completed through structured sequential assignments at designated clinical facilities. Prerequisites: RTT 241. Co-requisites: RTT 222, 232, 260, 270.

RTT 250: Radiation Biology & Health Physics

Credits: 3 (3 Class) This course provides an overview of the molecular, cellular and systemic effects of ionizing radiation. Emphasis is placed upon radiation effects, regulations and principles of safety associated with the practice of radiation oncology. Prerequisites: RTT 230. Co-requisites: RTT 211, 221, 231, 241.

RTT 260: Research

Credits: 1 (1 Class) This course is designed to assess the student's ability to process and disseminate information relative to the treatment and care of cancer patients. A literature review, data analysis and presentation will be completed. Prerequisites: RTT 210, 240, 241. Co-requisites: RTT 222, 232, 242, 270.

RTT 270: Radiation Therapy Seminar

Credits: 3 (3 Practicum) This course provides comprehensive integration of key principles and tenets of radiation therapy. Emphasis is placed upon preparation for the national certification exam. Prerequisites: RTT 211, 221, 231, 241, 250. Co-requisites: RTT 222, 232, 242, 260.

SBB 010: Specialist in Blood Bank Technology/Transfusion Medicine I

This non-credit online course comprises units of study on education principles, research methods, laboratory operations, laboratory mathematics, an in-depth study of blood products and concepts of immunology, physiology, and pathophysiology as they relate to immunohematology. Clinical components are required for completion of this course. Pre-requisite: Admission to the Specialist in Blood Bank Technology Program.

SBB 020: Specialist in Blood Bank Technology/Transfusion Medicine II

This non-credit online course comprises units of study on blood group systems, routine serology including transfusion practice, laboratory mathematics, transplantation, and adverse effects of transfusion. Clinical components are required for completion of this course. Prerequisite: SBB 010

SBB 030: Specialist in Blood Bank Technology/Transfusion Medicine III

This non-credit online course comprises units of study on special serology including molecular testing, transfusion practice, laboratory mathematics, transplantation, and adverse effects of transfusion. Clinical components and a satisfactory Capstone project are required for completion of this course. Prerequisite: SBB 010 and SBB 020

SIM 101: Foundations of Simulation I

Credits: 3 (3 Class) The purpose of this course is to introduce and provide an overview of core concepts of healthcare simulation best practices including education, operations, research, assessment, and administration. Topics will include history of simulation and current trends, educational theory, simulation curriculum planning, design, implementation, and evaluation, simulation operations and technology, introduction to simulation research, simulation standards and accreditation, quality and patient safety, roles and responsibilities, policies and procedures, psychological safety, and ethical considerations.

SIM 102: Foundations of Simulation II

Credits: 3 (3 Class) The purpose of this course is to expand and practically apply core concepts from foundations I to include interactive case studies, observations, and table-top scenarios. Introduction of advanced concepts in healthcare simulation will include interprofessional education, human factors, systems integration, summative assessment, root cause analysis, and latent safety issues. Prerequisite: SIM 101

SIM 210: Simulation Operations and Technology

Credits: 2 (2 Class) The purpose of this course is to provide learners the opportunity to gain knowledge and skills in simulation operations and technology. Topics include simulation modalities, computer networking, scenario programming, moulage and model making, manikin and task trainer care and maintenance, and technology troubleshooting. Prerequisite: SIM 102; Corequisite: SIM 211

SIM 211: Simulation Operations and Technology Practicum

Credits: 1 (1 Lab) This course provides hands on experiences and mentorship from an experienced simulation operations specialist. Prerequisite: SIM 102; Corequisite: SIM 210

SIM 220: Education in Healthcare Simulation

Credits: 2 (2 Class) The purpose of this course is to provide learners the opportunity to gain knowledge and skills in planning, designing, implementing, and evaluating simulation education curriculum. Topics include problem identification and general needs assessment, targeted needs assessment, outcomes and objectives, educational strategies, implementation, evaluation and feedback, scenario design, simulation modalities, and debriefing best practices. Prerequisite: SIM 210 and SIM 211; Corequisite: SIM 221

SIM 221: Education in Healthcare Simulation Practicum

Credits: 1 (1 Lab) This course provides hands on experiences and mentorship from an experienced simulation educator. Prerequisite: SIM 210 and SIM 211; Corequisite: SIM 220

SIM 230: Research and Assessment in Healthcare Simulation

Credits: 2 (2 Class) The purpose of this course is to provide learners the opportunity to gain knowledge and skills in 1) simulation research design and implementation and 2) advanced concepts in assessment and evaluation. Topics include simulation research design process, simulation research methods (quantitative, qualitative, mixed methods), reliability and validity, assessment tools, summative and formative assessment, and regulatory considerations. Prerequisites: SIM 220 and SIM 221.

SIM 240: Administration in Healthcare Simulation

Credits: 2 (2 Class) The purpose of this course is to provide learners the opportunity to gain knowledge and skills in administrative oversight of a simulation program. Topics include finances (capital and operations), policy and procedures, strategic planning, managing resources, personnel, equipment, and space, accreditation standards, scheduling, usage statistics, and return on investment/return on value. Prerequisite: SIM 230

SIM 250: Simulation Capstone

Credits: 4 (4 Class) The student chooses an area of practice to further explore and apply the knowledge acquired in their academic studies. Collaborating with simulation experts, the student will design, implement, and evaluate a simulation project that incorporates simulation best practices and current simulation trends in that area. The completion of the project includes scholarship dissemination through a podium or poster presentation to a group of choice. Culminating course of the BSHS Simulation program – must be taken during the last semester of BSHS Simulation courses.

SOC 101: Introduction to Sociology

Credits: 3 (3 Class) In this course, students will learn about the theories and methods of investigation used by sociologists to identify patterns in human behaviors and attitudes. Various social institutions and agents of socialization, including but not limited to the institutions of family, education and the economy will be examined. In addition, social factors such as culture, race, class, gender, and their influences on the social experience will be explored. This general studies class fulfills a social/behavioral sciences requirement for students enrolled in a degree program.

SOC 225: Social Diversity

Credits: 3 (3 Class) This course provides a comparison of diverse roles, interests, opportunities, contributions, and experiences in social life. Topics include race, ethnicity, gender, sexual orientation, class, and religion. Upon completion, students should be able to analyze how cultural and ethnic differences evolve and how they affect personality development, values, and tolerance. Pre-requisite: ENG 101.

SOC 232: Social Context of Aging

Credits: 3 (3 Class) This course provides an overview of the social implications of the aging process. Emphasis is placed on the roles of older adults within families, work and economics, politics, religion, education, and health care. Upon completion, students should be able to identify and analyze changing perceptions, diverse lifestyles, and social and cultural realities of older adults.

Directory

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BSN, The University of North Carolina - Chapel Hill BA, Wake Forest University

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MAEd, University of Phoenix

BS, University of Central Missouri

AAS, Carolinas College of Health Sciences

Certification: RT (R)

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MPH, Georgia Southern University

Medical Dosimetry Diploma, Pitt Community College

Radiation Therapy Diploma, University of North Carolina at Chapel Hill

BAS, Elon University

AAS, Pitt Community College

Certification: RT(R)(T), CMD

Jared Smith - Dean, Student Affairs and Enrollment Management

PhD, University of the Cumberlands

MS, University of Texas of the Permian Basin

MS, University of Saint Joseph

BS, College of Charleston

BA, College of Charleston

Michele Moore - Manager, Business Office

MA, University of Phoenix

BS, Rutgers University

Program Chairs and Faculty

Clinical Laboratory Sciences

Melissa Jackson - Chair, Clinical Laboratory Sciences

EdD, Liberty University

MEd, Liberty University

BS, Pfeiffer University

Certificate, Carolinas College of Health Sciences, School of Medical Technology

Certificate, Florida Blood Services, Specialist in Blood Banking

Certifications: MLS(ASCP)^{cm}SBB^{cm}

Blood Bank Technology

Roxanne Clark - Education Coordinator, Specialist in Blood Bank Technology

Faculty, Clinical Laboratory Sciences - Medical Laboratory Science

MEd, North Carolina State University

BS, North Carolina State University

Certificate, Carolinas College of Health Sciences, Medical Laboratory Science

Certificate, Carolinas College of Health Sciences, Specialist in Blood Banking

Certifications: MLS(ASCP)^{cm}SBB^{cm}

Histotechnology

Marina Branakevich - Education Coordinator, Histology

BS, University of New England

Certificate, Carolinas College of Health Sciences, Histotechnology

Certification: HTL(ASCP)^{cm}

Medical Laboratory Science

Dadrienne Johnson - Faculty, Medical Laboratory Science

MHS, Pfeiffer University

BS, Wingate University

Certificate, Carolinas College of Health Sciences, Medical Laboratory Science

Certification: MLS(ASCP)^{cm}

Katherine J. Lingen - Faculty, Medical Laboratory Science

BS, University of North Carolina at Wilmington

Certificate, Charlotte Memorial Hospital School of Medical Technology

Certification: MT(ASCP)

Shilpaben Patel – Faculty, Medical Laboratory Science

BS, University of North Carolina Charlotte

Certificate, Charlotte Memorial Hospital School of Medical Technology

Certification: MT(ASCP)

Phlebotomy

Ali Gies - Education Coordinator, Phlebotomy

MEd, Purdue University Global

BS, Western Carolina University

Certificate, Carolinas College of Health Sciences, Medical Laboratory Science

Certification: MLS(ASCP)^{cm}

Diagnostics and Imaging

Lee Braswell – Interim Provost, Chair, Radiation Oncology Programs and BS, Medical Imaging

MPH, Georgia Southern University

Medical Dosimetry Diploma, Pitt Community College

Radiation Therapy Diploma, University of North Carolina at Chapel Hill

BAS, Elon University

AAS, Pitt Community College

Certification: RT(R)(T), CMD

Medical Dosimetry

Cara Sullivan - Faculty & Clinical Coordinator, Medical Dosimetry

Faculty and Clinical Coordinator, Medical Dosimetry

BHSA, Baker University

AAS, Ferris State University

Certificate Radiation Therapy, Lansing Community College

Certification: RT(R)(T), CMD

Beverly Martin - Clinical Coordinator & Faculty, Radiation Therapy

BS, Adventist University of Health Sciences

AAS, Trident Technical College

Certificate in Radiation Therapy, Spartanburg Community College

Certification: RT(R)(T)

Robyn Jaynes – Clinical Coordinator & Faculty, Radiation Therapy

BA, Queens College

AAS, Presbyterian Hospital School of Radiologic Technology

Certificate in Radiation Therapy, University of North Carolina at Chapel Hill

Certification: RT(R)(T)

[Radiologic Technology](#)

Alisha Hogan - Chair, Radiologic Technology

MS, Fort Hays State University

BA, University of North Carolina at Charlotte

AAS, Carolinas College of Health Sciences

Certificate in Computed Tomography, Cabarrus College of Health Sciences

Certification: RT(R)(CT)

Natasha Levering - Faculty Radiologic Technology

BA, Appalachian State University

AAS, Carolinas College of Health Sciences

Certification: RT(R)

Jeff Noble - Faculty Radiologic Technology

BS, Old Dominion University

AAS, Blue Ridge Community College

Certificate, University of Virginia Health Sciences Center

Certificate, Healthcare Simulation, Carolinas College of Health Sciences

Certification: RT(R)(CT)

Laura Reynolds - Faculty, Radiologic Technology

BSRT, University of Oklahoma Health Sciences Center

BA, University of Oklahoma

Certification: RT(R)

[Neurodiagnostic Technology](#)

Erika Land - Chair, Neurodiagnostic Technology

Certificate, Parkview Medical Center

Certification: R. EEG T.

Ronnie Brown – Faculty, Clinical Instructor, Neurodiagnostic Technology

MBA, University of Phoenix

BBA, Middle Tennessee State University

AAS, Carolinas College of Health Sciences

Health Sciences

Andrea Phronebarger

Chair, General Studies

PhD, Capella University

MA, University of North Carolina at Charlotte

BS, College of Charleston

[General Studies](#)

Tonya Adkins - Adjunct Faculty, General Studies, Mathematics

MEd, Auburn University

BA, University of North Carolina at Wilmington

LaDonna Baldwin – Adjunct Faculty, General Studies - Medical Terminology

MS, Winthrop University

BA, University of North Carolina at Chapel Hill

Claire Belles - Faculty, General Studies - Health and Wellness

MS, University of North Carolina at Charlotte

BS, University of North Carolina at Charlotte

Michael Bossick - Faculty, General Studies - Sociology

PhD, University of Kentucky

MA, Georgia Southern University

BA, Bowling Green State University

Elizabeth Feild– Adjunct Faculty, General Studies - Health Professions

MEd, Speech Pathology and Audiology

Kevin Hall - Faculty, General Studies - Biology

DC, Cleveland Chiropractic College

MEd, University of Missouri – St. Louis

MS, Washington University in St Louis

BS, Truman State University

Carla Hanbury - Faculty, General Studies - Biology

MS, University of North Carolina at Charlotte

BS, University of California at Davis

Katherine Machen – Adjunct Faculty, General Studies - Medical Terminology

MS, Appalachian State University

BS, Appalachian State University

Cximare Manly – Adjunct Faculty, General Studies - Math

MAT, Fayetteville State University

BS, Fayetteville State University

Saravanan Neelakantan - Faculty, General Studies - Biology

MS, University of North Carolina at Charlotte

BS, University of North Carolina at Charlotte

Shelley Palmer - Faculty, General Studies - English

MA, University of North Carolina at Charlotte

BA, University of North Carolina at Chapel Hill

Brooke Spells – Adjunct Faculty, General Studies - Health Professions

MPH, Liberty University

BS, University of North Carolina at Greensboro

AA, Durham Technical Community College

Melissa Reid - Faculty, General Studies - Math

MA, Appalachian State University

BS, Appalachian State University

Caroline Wheless - Faculty, General Studies - Ethics

MA, University of South Carolina

BS, Mary Washington College

[Healthcare Simulation](#)

Crystal Bencken - Education Coordinator, General Studies - Healthcare Simulation

MSN, Duke University

BSN, University of Kansas

BA, University of Kansas

Licensure: Registered Nurse

Certifications: CEN, CPEN, CHSE

Jennifer Noble - Faculty, General Studies - Simulation Education

MSN, Old Dominion University

BS, Shenandoah University

ADN, Blue Ridge Community College

Nursing

Amy Smith

Chair, Nursing (ADN)

DNP, Otterbein University

MSN, The John Hopkins University

BSN, West Virginia University

Licensure: Registered Nurse

[Nurse Aide](#)

Carmelle Belizaire - Education Coordinator, Nurse Aide

BSN, Queens University

BS, University of Massachusetts at Amherst

Certification: BLS Instructor

Licensure: Registered Nurse

Janee Wilda – Faculty, Nurse Aide

BSN, University of Alabama at Birmingham

Certification: BLS Instructor

Licensure: Registered Nurse

Gena Johnson- Faculty, Nurse Aide

MSN- Queens University

BS- Winthrop University

AA-York Technical College

Certification-BLS Instructor

Licensure: Registered Nurse

[Nursing – ADN](#)

Loren Ashby - Faculty, Nursing Education (ADN)

MSN, Duke University

BSN, The University of North Carolina at Wilmington, Wilmington, NC

ADN, Carolinas College of Health Sciences

Licensure: Registered Nurse

Cynthia Beesley - Faculty, Nursing (ADN)

MSN, University of North Carolina at Charlotte

BSN, Winston-Salem State University

Diploma, Mercy School of Nursing

BA, Biola University

Certifications: AHA Basic Life Support (BLS); AHA Advanced Cardiac Life Support (ACLS);

Critical Care Registered Nurse (CCRN); Progressive Care Registered Nurse (PCCN)

Licensure: Registered Nurse

Megan Brazelton - Faculty, Nursing (ADN)

MSN, Chamberlain College of Nursing

BSN, University of North Carolina at Chapel Hill

Certification: Certified Pediatric Nurse; BLS Instructor

Licensure: Registered Nurse

Ashley Cloninger - Faculty, Nursing (ADN)

MSN, East Carolina University

BSN, University of North Carolina-Charlotte

Certification: Oncology Certified Nurse

Licensure: Registered Nurse

Carol Daley Cook - Faculty, Nursing (ADN)

DNP, Gardner Webb University

MSN, Grand Canyon University

BS, Middle Tennessee State University

AAS, Carolinas College of Health Sciences

Certification: Post-Masters Certificate in Nurse Education, Gardner-Webb University

Certified Hospice and Palliative Care Nurse

Licensure: Registered Nurse

Megan Dixon - Faculty, Nursing (ADN)

MSN, The University of North Carolina at Wilmington
BSN, Ferris State University
ADN, Northwestern Michigan Community College
Licensure: Registered Nurse

Nelcyosca Gauger - Faculty, Nursing (ADN)

MSN, Western Governors University
BSN, The University of North Carolina at Charlotte
AD, City College
Licensure: Registered Nurse

Leah Hamilton - Faculty, Nursing (ADN)

BSN, Florida State University
Certifications: ACLS, BLS
Licensure: Registered Nurse

Diahanne Holandez - Faculty/ Clinical Coordinator, Nursing (ADN)

MSN, Herbert Lehman College
BSN, Dominican College
Certificate in Nursing Education
Licensure: Registered Nurse

Caroline Hosseini - Faculty, Nursing (ADN)

DNP, Wake Forest University
MSN, Queens University of Charlotte
BSN, Queens University of Charlotte
BA, Elon University
Certification: Clinical Nurse Leader
Licensure: Registered Nurse

April Keever - Faculty, Nursing (ADN)

MSN, University of North Carolina, Wilmington
BSN, Kent State University, Kent, OH
Certifications: Electronic Fetal Monitoring, Operating Room Nursing
BLS (Instructor), ACLS, Neonatal Resuscitation

Desirae Kindley – Faculty, Nursing (ADN)

MSN – Western Governors University

BSN – Western Governors University

ADN – Central Piedmont Community College

Licensure: Registered Nurse

Andrea Linthicum - Faculty, Nursing (ADN)

BSN, University of North Carolina at Charlotte

AAS, Carolinas College of Health Sciences

Licensure: Registered Nurse

Marisa Mann - Faculty, Nursing (ADN)

MSN, University of North Carolina at Wilmington

BSN, East Carolina University

Licensure: Registered Nurse

Mckenzie Masters - Faculty, Nursing (ADN)

MSN, Western Governors University

BSN, Appalachian State University

AAS, Carolinas College of Health Sciences

Certification: Medical-Surgical Nursing

Licensure: Registered Nurse

Jason McLawhorn - Faculty, Nursing (ADN)

MSN, (Nursing Education), Queens University

BSN, Winston-Salem State University

ADN, Carolinas College of Health Sciences

Licensure: Registered Nurse

Jamie Lee Misencik - Faculty, Nursing (ADN)

BSN, Appalachian State University

AAS, Carolinas College of Health Sciences

Certifications: Certified Pediatric Nurse (CPN); Pediatric Advance Life Support (PALS)

Licensure: Registered Nurse

Emily Mosko - Faculty, Nursing (ADN)

MSN, Indiana Wesleyan University

BSN, University of Cincinnati

Certification: Certified Pediatric Nurse

Licensure: Registered Nurse

Kara Off - Faculty, Nursing (ADN)

MSN, East Carolina University

BSN, East Carolina University

ACLS

Licensure: Registered Nurse

Lauren Pineda - Faculty, Nursing (ADN)

MSN, Appalachian State University

BSN, Queens University Charlotte

Certifications: Certified Pediatric Nurse

BLS and PALs Instructor AHA

Licensure: Registered Nurse

Mary Platzner - Faculty, Nursing (ADN)

BSN – Northeastern University

Licensure: Registered Nurse

CCRN Certification

PALS Certification

Angel Pomerance – Faculty, Nursing (ADN)

BSN, East Carolina University

AAS, Trident Technical College

Obstetrics Certification

Neonatal Resuscitation Provider

ACLS Certified

Lauren C. Price - Faculty, Nursing (ADN)

MSN, University of South Alabama

AAS, Carolinas College of Health Sciences

Certifications: Certified Family Nurse Practitioner; Certified Critical Care Nurse (CCRN);

National Institutes of Health Stroke Scale (NIHSS); Certified Advanced Cardiac Life Support

(ACLS); Basic Life Support (BLS)

Licensure: Registered Nurse

Courtney Rosenthal - Faculty, Nursing (ADN)

MSN, UNC-Wilmington

BSN, UNC -Wilmington

ADN, Carolinas College of Health Sciences

Licensure: Registered Nurse

Trauma Certified RN (TCRN)

Critical Care Certified RN (CCRN)

Georgina Rotberg - Faculty, Nursing (ADN)

DNP, Johns Hopkins University

MSN, Johns Hopkins University

PBD, University of California

Licensure: Registered Nurse

Sherena Samuel - Faculty, Nursing (ADN)

DNP, University of Alabama

MSN, University of Cincinnati

BSN, Winston-Salem State University

AAS, Carolinas College of Health Sciences

Certification: Family Nurse Practitioner

Licensure: Registered Nurse

Cynthia Thomas – Faculty, Nursing (ADN) MSN, University of North Carolina,
Charlotte

BSN, University of North Carolina, Charlotte

Licensure: Registered Nurse

Savannah Thompson - Faculty, Nursing (ADN)

MSN, Winston Salem State University

BSN, Winston-Salem State University

Licensure: Registered Nurse

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MSN, Queens University of Charlotte

BSN, Winston-Salem State University

AAS, Marion Technical College

Licensure: Registered Nurse

Crystal Winfield – Faculty, Nursing (ADN)

BSN, University of North Carolina, Wilmington

AAS, Carolinas College of Health Sciences

Master's degree in counseling psychology, Arcadia University

BA Psychology, University of New Mexico

Pediatric Nurse Certification

PALS certification

Licensure: Registered Nurse

[Nursing – BSN](#)

Tracy Hayes

Chair, Nursing (RN-BSN)

DNP, Wake Forest University

MSN, University of North Carolina at Charlotte

BSN, Pennsylvania State University

Certification: Certified Pediatric Nurse; Online Teaching (Instructional Design)

Licensure: Registered Nurse

Annette Fraley - Faculty, Nursing (BSN)

DNP, Lenoir-Rhyne University

MSN, University of North Carolina at Charlotte

BSN, University of North Carolina at Charlotte

AAS, Carolinas College of Health Sciences

Certification: NE-BC; Certified Medical-Surgical Registered Nurse, Quality Matters

Teaching Online

Licensure: Registered Nurse

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MSN, Gardner-Webb University

BSN, East Carolina University

Licensure: Registered Nurse

Staff

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BA, Pfeiffer University

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MPH, University of North Carolina at Chapel Hill

BA, Wake Forest University

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Graduate Certificate in School Administration, John Hopkins University

BS, Pennsylvania State University

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BA, University of North Carolina at Wilmington

Admissions

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BA, UNC Chapel Hill

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MPH, East Carolina University

BS, Winthrop University

Erica Jackson – Coordinator, Admissions and Recruitment

BA, Hampton University

Adrian M. Moore - Coordinator, Admissions and Recruitment

BS, NC Wesleyan College

April Outland – Staff Assistant

Gail Simpson - Admissions Specialist

Business Office

Kendra Felder - Staff Accountant

BS, Limestone College

Alaysia Greenlaw – Staff Accountant

Melary Nunez – Staff Accountant

BS, Mercy University

Early College

Merrit Davenport - Early College Liason

MEd, University of Virginia

BS, Auburn University

Events Coordinator

Stephanie Suarez

MEd, University of South Carolina
BA, Florida International University

Financial Aid

Sean Simmons – Director, Financial Aid

MA, Wake Forest University
MEd, Mercer University
BA, Savannah State University

Paris Walker - Financial Aid Counselor

MPH, American Public University
MS, American Public University
BS, Kaplan University

Project Management

Dunja Younts – Project Manager

BA, University of North Carolina at Charlotte

Registrar/Student Records

Ta’Kia Howze - Director, Student Records and Information Management (Registrar)- Notary Public

MHA/MHI, University of Phoenix
BA, University of Phoenix
Notary Public

Andre Grant - Associate Registrar

MSEd, Walden University
BS, Voorhees College

Student Success

Bionca Shields – Director, Student Success and Engagement

MS, University of West Florida
BA, University of North Carolina Charlotte

Tonquishae Belcher - Student Success Coordinator

MA, Liberty University
BS, Francis Marion University

Angela Browder – Student Success Coordinator

PhD, North Central University

MA, Western Governor's University

BS, Western Governor's University

Madison Donald

BS, Centre College

October 1st, 2025